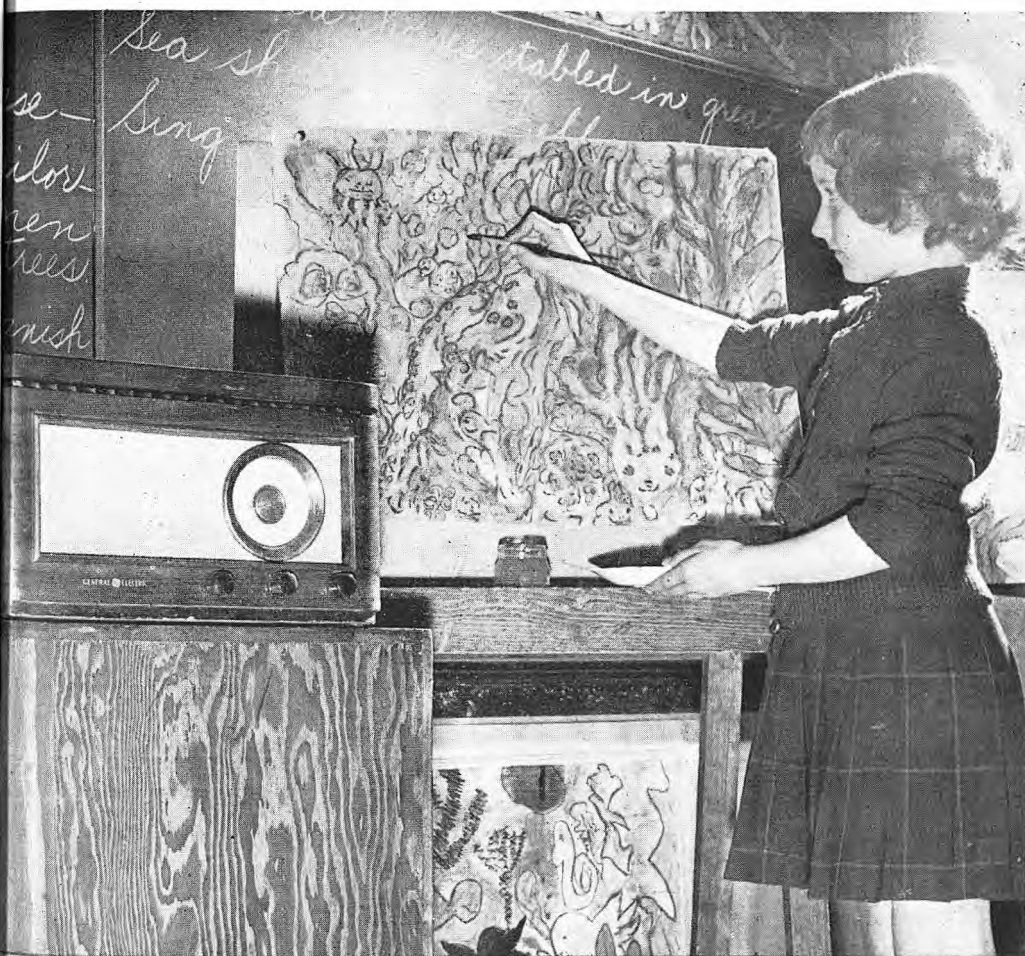


THE A T A MAGAZINE



Art in Alberta Schools (See Page 6)

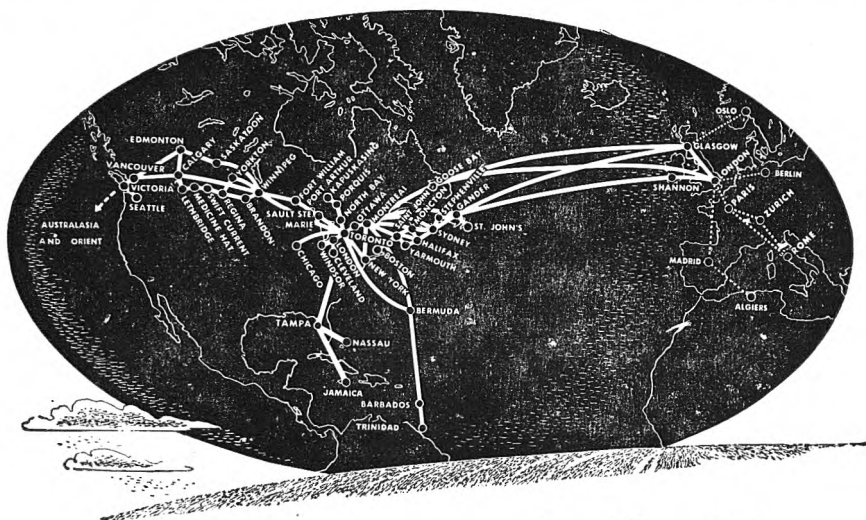
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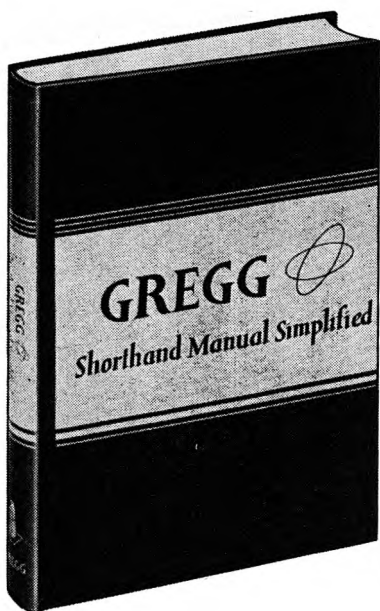
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WHAT KEEPS OUR SALARIES SO LOW

Are Teachers' Salaries Low?

TEACHERS' salaries are low—lower than is generally realized or admitted. A salary of \$1,600 today, which is the average for beginning teachers, is the equivalent of only \$830 in prewar dollars. In 1939, the statutory minimum salary was \$840. The highest salary today is \$6,000 (only two teachers out of 6,400 are being paid this much), the equivalent of approximately \$2,905 in prewar dollars. In 1951, the average salary in Alberta is about \$2,400, the equivalent of approximately \$1,189 in prewar dollars. Even to maintain the low educational standards of 1939, a minimum salary of \$1,620 is needed. The highest salary in 1939 was \$4,500, the equivalent today of \$9,850. Moreover, do you know just how low teachers' salaries are in comparison with salaries in other professions? For example, when most school boards in Alberta are trying to hold the salaries for teachers with a degree, four years of university training, to a maximum of \$275 a month, most graduates in engineering, also four years of university training, are starting at \$275 or \$300 a month. In other words, engineers, in their early twenties, start work for more money than most school boards want to pay teachers with degrees and twenty or thirty years of experience. Now, why should any high school graduate with average intelligence and a little common sense, sacrifice himself to a career that will limit his earnings to \$300 a month?

What Keeps Our Salaries So Low?

The general idea that teaching is an easy job, that anyone can do it, tends to make people belittle teaching. When there was a shortage of teachers in Alberta, the trustees supported short courses, lower standards, and even the "sitter" system. The Department of Education immediately lowered standards and tried to get a person, with or without training, into every classroom. So-called "short" courses were started in the Faculty of Education. No one, except the teachers and their association, took a firm stand on the matter of entrance requirements and training. Of all the parties in school administration, teachers, trustees, the Department of Education, the Faculty of Education, only the teachers disapproved of lowering standards. At one time, almost 1,000 unqualified persons were in charge of 15,000 pupils in Alberta schools. Only last year, in Calgary, the board, not unanimously but officially, asked the Department to grant a relaxation of certification regulations in order that the board could employ an unqualified person as music supervisor. Teachers often wonder how "educationists," who were once teachers themselves, can condone, let alone support, these actions.

Some trustees do their "little bit" to keep our salaries down. They

talk about the satisfactions of teaching—as though a job with more money would be unpleasant—about how teachers lower their prestige by “spending too much time calculating monetary rewards.” They even advise us not to tell our students about how “hard-worked and low paid” we are. Worst of all, they stoutly oppose increases in salaries and in taxes. In general, trustees can see the need for new buildings, bus routes, dormitories, etc., more readily than they can see the need for better salaries for their teachers or secretaries. The new *Municipal Assistance Act*, with its conditional grants, will undoubtedly be another obstacle to better salaries for teachers.

Are Teachers to Blame for Low Salaries?

Frankly, we must admit we are more to blame for low salaries than either the trustees or the general public. First, we have never become closely-knit as other groups have. Even after 30 or 40 years of organization work, we are still easily divided, high school against public, principals against teachers, teachers with degrees against teachers without degrees, teachers with experience against beginning teachers. This situation is aggravated by our high turnover. At least 10% change every year, which is one-half of our teachers every five years. We are sometimes so timid that we will back down in our salary demands because a school board has threatened us with the possible loss of “good relations” if the salary dispute is carried any farther. In salary negotiations it is not uncommon for a trustee to report that a majority of the teachers have admitted they were satisfied with their present salaries, and that it was a few discontented teachers, the ATA, and the general secretary who were causing all the dissatisfaction about salaries.

How Can Teachers Get Better Salaries?

First, we should demand adequate professional pay. Second, we should raise our standards. Third, we should have more say in curriculum making and in school regulations. Fourth, we should support the schedule of salaries drawn up by our Association. Fifth, we should support our salary negotiating committee. Please, please don't tell anyone that you are satisfied with your present salary. And if you should be satisfied, don't be surprised if your fellow teachers and the board appear to agree that you are getting all, if not more than you are worth. Sixth, don't be afraid of a threatened loss of “good relations” with your board if you persist in your demands for better salaries. The price you will have to pay for the “good relations” that depend upon obedience and subservience is too high. It isn't worth it. Fortunately for teachers and the schools, most trustees are fair-minded and are not offended because their teachers want more money.



A drawing by a Grade VII student about the Indian women who kept the fires going while the rest of the tribe escaped from the surrounding enemy.

Art in the Air

MURRAY W. MACDONALD

Suervisor of Art
Edmonton Public Schools

DURING the past winter I had the privilege of reviewing and commenting on some 2,800 pieces of art work sent in as a result of the school broadcasts released by the Department of Education under the direction of Doris Berry. These samples of art came from many sections of our province, and represented to us a wide and interesting variety of work. While the broadcasts were intended originally for Grades IV to IX, many Grade I, II, and III pupils listened to them as well. This occurred mostly in the one unit schools, and it was surprising to see the exciting work done by many of these smaller children.

Although this is Alberta's first experiment with this "art in the air" idea, Manitoba and British Columbia began some four years ago. In the early spring, 1947, Gertrude McCance, supervisor of school broadcasts in Manitoba, laid enthusiastic plans with Betty McLeish, art super-

visor for Brandon Public Schools. They prepared an experimental broadcast and stationed themselves in a Brandon school equipped with a central sound system. As the program was played they wandered from classroom to classroom, watching the progress of the pupils' pictures. From that test flight grew the regular series they have presented since. It is in this program, planned by Manitoba, that Alberta has shared this year.

Announcement of the series in Alberta last fall brought the same lifted brows and doubting interest that the series had met in Manitoba at the beginning, but as the broadcasts went on the air every two weeks, eyebrows came down and smiles appeared. The series had done what it promised: it proved to teachers, pupils and parents that "it's fun to draw," and that art can be taught effectively on the air.

The planning is done most carefully, so that the material is suitable

for both rural and urban schools, and for a wide grade-spread as well. This is possible because art principles are the same for anyone whether six or sixty—the skill in manipulation increases with maturity. It is the stimulus to creative activity which is so important, and is supplied by this broadcast.

Some fifteen hundred classrooms equipped with radios listened in our province. Teachers reported that at first many pupils sat helplessly during the broadcast, not knowing what to do, it was so different from a conventional art lesson, but by the second or third program, they were eager and ready to start drawing as soon as the signal was given. We have heard of several children who at the beginning insisted that they could not draw, but who clamored loudly for more art at the end of the series, and had begun to turn out very creditable work. Many teachers say how much it has helped them with new ideas. One exclaimed, "I could teach ten lessons just from one broadcast alone." It is a program easily understood and followed, and one that is capable of setting the stage for imagination and reflection.

But it isn't only the teachers and pupils who have been listening. Mothers have sat at home before the radio and drawn to their delight, some of them even sending their

The Grade IV student on the cover this month is drawing from an art broadcast on "Oscar the Octopus." This article "Art in the Air" tells us how these art broadcasts, which are under the direction of Doris Berry, began.

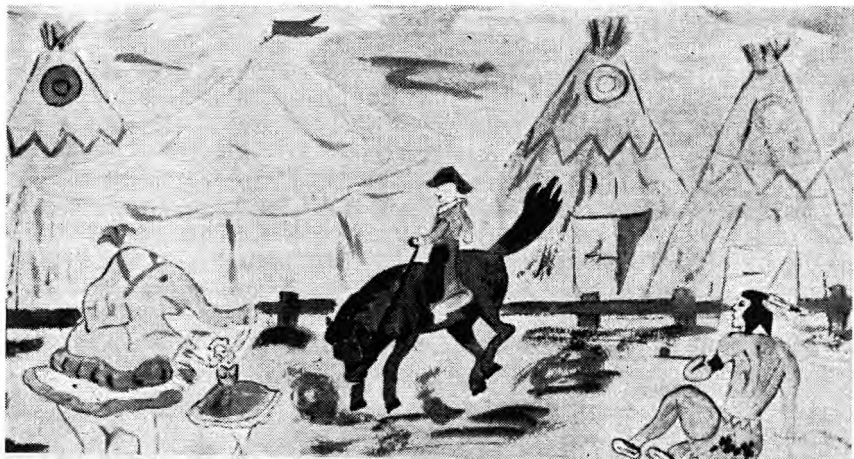
work to school so that the teacher and children could see what they had done.

After a close examination of many pieces of work sent in before Christmas, it was evident that a checking list might be arranged which would point out the comments receiving the most common reference. This list suggested that,

- a. Larger paper (12x18) should be used when available.
- b. Crayons, when used, should receive firm pressure so that a full rich color pattern might be produced. Colored pencils never seemed to be very satisfactory.
- c. All areas should be colored in, thus giving a finished appearance to the whole illustration.
- d. The use of a ruler often produced stiffness, limiting naturalness and freedom.
- e. Placing a border around the picture was often responsible too for cramping freedom. Indeed, paper often too small to begin with was further reduced by unnecessary border lines.

(Continued on Page 55)

A Grade VI student's drawing of "A Day at the Stampede."



Toward a Philosophy of Education for Canada

JOHN A. IRVING

Victoria College, University of Toronto

DEMOCRACY AND PHILOSOPHY

HAS democracy a future in Canada? For educators the answer to this all-important question must surely be given in terms of the development of a philosophy of education for Canada. Many minds and many subjects must necessarily contribute to the development of such a philosophy: in the present article it is proposed to emphasize the role of the social sciences and social philosophy in the educational process. For a philosophy of education that can hope to stand must be concerned with the solution of the social, political, and economic problems with which modern democratic states are everywhere confronted.

None of these problems can be solved in a year or even in a generation, for their solution depends upon the provision of two seemingly contradictory conditions—the conditions of social stability and of social change. It is precisely with the provision of these conditions that the educational systems of democratic states can make their greatest contribution to humanity in the world of the future. From this perspective we are faced immediately with the question, "What is a liberal education?"

WHAT IS A LIBERAL EDUCATION?

It has frequently been remarked (in both facetious and serious vein) that Oxford is the home of lost causes, and in Canada this "dead-end" conception of a liberal education has often been advanced. Such strictures have their place in a democratic state, but those who make them do not

always realize the necessity of academic conservation of the tested values and technological achievements of mankind. On the other hand, it must be admitted that, in the twentieth century especially, humanists have tended to exhibit a Byzantine temper, while scientists have pursued pure or applied research apart from the consideration of progressive social ends or purposes. It is smugly assumed everywhere that educators may be safely trusted to provide the conditions of social stability. But social change is another matter entirely!

In an age of magnificent social plans for the future it is imperative that educators should lead in creating the intellectual atmosphere conducive to social change. The Anglo-Saxon people have had laid before them the Beveridge Plan, Secretary Wallace's Plans, the Marsh Plan; and in Canada the national political parties have frequently attempted to outdo one another in their strong endorsements of social planning in the post-war world. Has there been a corresponding recognition of the need of a plan for education in Canada?

In this brief article, I shall not attempt to join the already overcrowded ranks of the contemporary social planners by formulating a general 'Marsh Plan' for the future of education; rather, I shall confine myself to the more limited discussion of the role of the social sciences and social philosophy in the new education that must emerge, however painfully, in Canada if the democratic way of life is to endure.

The earliest thinkers of Ancient Greece were concerned with the physical world external to man, and from Thales to Einstein scientists and philosophers have been principally preoccupied with that problem. In the twentieth century, however, the greatest questions have to do with the form and function of the social process—with the scientific and philosophical analysis of problems arising out of contemporary man's primary interest in his social environment. This shift in emphasis is indicated by the remarkable development of the social sciences during the last fifty years. The social sciences are the new wine of our age.

Paradoxically enough, the eager student of society is nowadays almost invariably disillusioned. The spell is broken partly because the spell itself is so potent. For the student of society feels the need of some compensating idealism, some hopefulness, to offset the bitter destruction of our time. But he early discovers that most social scientists insist that they must concentrate on drab questions of social fact (over-consciously following the example of the natural scientists) to the exclusion of burning questions of social values. The student is incessantly asking, 'How ought I to act?', but the social scientist punctiliously avoids entangling alliances with those moral and social values that might give his students at least a glimmer of insight into the hard field of social action.

Meanwhile, the student soon realizes that the Huey Longs, the Townsends, the Hitlers, and the Mussolinis of this world have subjected themselves to no such self-denying ordinance. The romantic social philosophies of such men, with their moving appeals, have arisen to give the law frequently even unto the social scientists themselves. For if the social scientists refuse to give the people leadership in social change, then the

people will enthusiastically follow any social saviour who can conjure up a picture of a glittering Utopia. And even university graduates will give eager emotional acceptance to impassioned but meagre schemes for the social, political, and economic reconstruction of the world. Such an emotional acceptance may be a tribute to the warm-hearted, generous impulses of our age, but the destiny of western man cannot be securely established on the quicksands of such glory roads. The Second World War made it clear that our educational systems have failed to develop citizens who are capable of solving the social problems of our time. We live in an era of front-line problems, second-line men. Not long ago, for example, a graduate of a Canadian university who occupies an important position in our national life remarked, quite seriously, that "the only solution of the French-Canadian problem is to ship them all back to France"!

NEED NEW OUTLOOK IN EDUCATION

A new educational outlook is needed which will help us to develop not only facility in the investigation of social facts, but also the capacity to formulate rational value-judgments based, not on romanticism, but on sound philosophical analysis. That is to say, our concern with the destiny of modern man should urge us to pursue, at one and the same time,

ABOUT THE AUTHOR

Dr. Irving is professor of social philosophy at Victoria College, University of Toronto, and was the ATA guest speaker at the Second Edmonton District, Camrose, and Vermilion conventions last fall. He has spent several summers in Alberta and lectured at the University of Alberta summer session in 1949.

both a scientific study of society and a philosophical analysis of social values. Social facts without social values are meaningless; social values without social facts are aimless. The divorce between these two approaches in our current educational systems is a shocking commentary on our capacity to engage in widespread social planning.

Let us grant, then, that a knowledge of social facts is not enough. Such a concession need not at all discourage the development of the social sciences. Far from it. In the world of the future the social sciences must be developed on an hitherto unimagined scale. They must occupy a central place in the new liberal education. They must become the core of instruction, not only in colleges and universities, but also in primary and secondary schools.

But this development of the social sciences must be supplemented by a corresponding emphasis on the teaching of social ethics and social philosophy at all levels of instruction. Until now our educational systems have left the free play of individualism almost uncriticized. Widespread instruction in social ethics is required if we are to break down those hard walls of the Self which have imprisoned man within narrow social perspectives. The new liberal education must enlarge our conception of what is socially possible by diminishing our dogmatic assurance that 'you can't change human nature,' that human nature must be confined forever within the limits of selfish individualism.

IMPORTANCE OF SOCIAL PHILOSOPHY

It would be difficult to over-emphasize the significance of social philosophy in the new education. Social philosophy, apart from social ethics, has two principal functions to fulfil, both of special relevance and

special urgency at the present time. The first of these functions is methodological: that is, it is concerned with the problem of method in the social sciences. What kind of information can the social sciences give us about that type of reality we call the social progress? Without attempting to prescribe methods of investigation to the social sciences, social philosophy can provide the critical apparatus for evaluating methods already chosen. It can develop an epistemology of social phenomena. The content of history courses, for example, at the elementary and secondary school levels in Canada may be taken as an index of the urgent need for critical analysis of the basic principles of historiography.

Other important problems, properly considered in this phase of social philosophy, are the place of forceful self-assertion in human affairs, the relation of human will to alleged laws of social phenomena (e.g., are these laws descriptions of the workings of wills, or of the workings of events apart from the working of wills?), the place of induction in economics, and the logical aspects of the social sciences.

The second and most important function of social philosophy is concerned with the problem of ultimate social values. The social sciences, *as sciences*, strive for ethical neutrality, although the distinction between facts and values is not consistently maintained. Economics, for example, deals with ends hypothetically; social philosophy with the choosing of ends. The one may enquire whether capitalism is efficient in attaining its ends; the other, whether the ends of capitalism are to be chosen.

This ideal of the ethical neutrality of the social sciences implies, of course, that these sciences are concerned not with things as they ought to be, but with things as they are. This attitude is highly desirable in

pure social science, but unless it is supplemented by a theory of ultimate values it will lead finally either to a romantic or to a dogmatic theory of social ends. Even economics, in attempting to divorce ends from means, is tainted with romanticism. We must have social facts before us if we are to determine the ends of social policy or the purposes of social institutions; but we must also have a training in the formulation of value-judgments.

Three different questions arise in connection with social institutions. (1) What ends do they in fact serve? (2) What ends are they intended to serve? (3) What ends ought they to serve? Our present educational systems in the western world are woefully weak in the training they provide in the assessment of value-judgments of the types necessary to deal with these three questions. Yet in contemporary discussions of capitalism *versus* state socialism, for example, it is essential to be able to deal logically with such involved value-judgments.

NEW EDUCATION AND SOCIAL SCIENCES

The new education, we have seen, must imply an unparalleled development of the social sciences and of social philosophy. In the past ten thousand years social relations have formed in the manner of coral islands. The development of Science and Philosophy alike has left almost untouched the blind play of forces in the social relations of humanity. If democracy is to survive we must bring rational order and scientific planning into the very basis of society, where hitherto only accumulated consequences have prevailed.

Social planning can never succeed without the attainment of that largest of all human perspectives—social awareness. For without social awareness there can be no real sense either of social obligation or of social responsibility. And there can be no

social justice. Only a new educational orientation in which the social sciences and social philosophy make common cause can produce social awareness on the necessary scale. The attainment of this awareness thus implies a revision of our traditional philosophy of education. An individualistic conception of education is utterly inadequate for the new age of social planning that lies ahead.

There is, of course, a widespread fear already current among us that if we encourage educators to light the path to social change 'real' education will cease and propaganda will take its pace. Such a reactionary attitude, if continued into the post-war world, will produce the same catastrophic results that it has produced in the past. Those who tremble before the shape of things to come have failed to realize that our educational systems are already heavily weighted with propaganda—propaganda for the *status quo*. Education cannot function in a social vacuum. If we prevent educators from educating for social change they will become, of course, pallid retainers of social reaction. This 'dead hand' temper in education will, as in the past, leave open the way for self-seeking demagogues to prescribe the conditions of social change. And when the demagogues inevitably fail, the grim horrors of war and revolution will again have their years. Any education that is not education for social change is missing fire.

Our reluctance to accept the principle that educators should light the path to social change is at bottom a reluctance to abandon the idea that the past and the future are one. When the Roman poet Horace wished to paint an image of perpetuity he wrote:

*Non omnis, moriar, multaue pars
mei*

*Vitabit Libitinam: usque ego post-
era*

(Continued on Page 58)

Toward a Mature Profession

F. E. ENGLEMAN

Commissioner, State Department of Education
Hartford, Connecticut

ALTHOUGH the organized profession has consistently urged, through resolutions and published materials, the continued improvement of the educational services in education, responsibility has not been adequately assumed for specific professional standards by individual teachers and local groups of teachers. Too often the teachers themselves are reluctant to take positive positions relative to what constitutes reasonable professional proficiency. Too often these responsibilities are left entirely to administrative judgment, local board evaluation, or regulations by the legislature or the state department of education.

It is proposed that the profession of teaching is now sufficiently mature to do what the medical, legal, dental, and engineering professions have long since done—take a hand in setting standards of preparation and service for the profession.

RESPONSIBILITY FOR SELECTION AND SERVICE

Teachers should now insist on a high standard of professional service from all the membership. They should insist on a selection and preparation of all candidates to their ranks which will give reasonable assurance of personal, cultural, and professional competencies of a highly technical nature. The time should be past when a teacher shows no concern when another teacher with doubtful mental or physical capacity and with little or no special professional preparation is appointed to teach in his state, his school system, or next to him in an adjacent room. Responsibility should

The University of Alberta sets up professional academic qualifications for most of the professions, with the exception of teaching. The professional associations, with the exception of teaching, are responsible for the licensing of their practitioners. In teaching, the government issues certificates or licenses and whenever there is a shortage they simply lower entrance requirements which is not good for the profession or for the public.

be assumed by the able members of the profession for assisting the less qualified and for eliminating those few whose incompetence creates a hazard in the mental growth of children. Surely, teachers might well insist also on having adequate resource specialists, able supervisors, and professionally prepared administrators.

REQUIRE QUALITY PREPARATION

Teachers should make it their business to inquire into the standards of all colleges and universities whose graduates enter the teaching profession. Only the institutions that have adequate human and physical resources and seriously take upon themselves the professional task of selecting and preparing teachers should be approved by the profession for preparing candidates for its membership. The teachers themselves must surely know that the general public can never understand teaching to be a difficult, complex, technical task so long as the profession accepts to membership, without serious protest, all who get contracts to teach regardless of competency. Can we imagine

members of the medical profession quietly acquiescing to the licensing of a doctor who had not been subjected to a thorough professional preparation?

ENFORCE EFFECTIVE WORKING CONDITIONS

Is it not reasonable for members of the profession, who place importance on their professional reputations and have deep concern for their clients (pupils), to demand reasonable working conditions and facilities? Is it not as reasonable for first-grade teachers to demand classes of working size as it is for surgeons to insist on only one operation at a time? Is it not as reasonable, if the teacher really knows the dangers to pupils of untenable school situations and programs, for the teacher to demand housing and facilities which will guarantee adequate light, sanitation, working tools, and materials as it is for the surgeon to insist on sterilized instruments, and anaesthetist, and nursing aid? Surely, the surgeon's task presents no more dangers nor is his task more technical nor more complex. If teachers do not understand this and are not able to explain it to parents, can it safely be left to others to do? If parents really understand the dangers to children inherent in many educational programs and situations, they would unhesitatingly assist in making the necessary changes. Teachers must

know the problems, lurking dangers, and probable outcomes. Then, as doctors warn parents of conditions that breed disease, teachers should alert parents to the attendant evils of quack teaching, improper facilities, and unsound educational programs.

TEACH ALL CHILDREN

The teaching profession should accept the responsibility for insisting that educational programs be adequate for the varied needs of the total school population. Instead of accepting an obsolete program and eliminating all the "misfit" pupils, the average teacher must vigorously support the program, the facilities, and the instructional load that will guarantee reasonable service to *all* children. The great range of differences in abilities and needs that exists in the average class of 25 children is abundant proof that educational programs and standards must have a similar range. Once this is recognized and these differences identified, the complexity of the task becomes frightening unless directed by a skilled professional worker who has a reasonable class size and suitable facilities with which to work.

Professional stature can never be achieved except as teachers achieve professional concepts of the unusually complex and technical tasks which it is their responsibility to perform.

—Reprinted from *The Phi Delta Kappan*.

Adequate Education

Education is adequate largely to the degree that the individual teacher has superior personal and professional competency. Education and the profession grow stronger as the able enter the ranks of teaching and the inadequate drop out or are guided out. Probably there is no profession more difficult, more complex, or more demanding of scope and depth of preparation. Certainly we can all agree that mediocrity in the classroom is a menace to our children and our society.—*Engleman and Larsen in the NEA Journal*.

National and International Teachers' Organizations

E. T. WIGGINS

President, Canadian Teachers' Federation

MY association with the Canadian Teachers' Federation covers the past three and a half years. During that time I have watched with doubts and misgivings, the almost insurmountable problems facing such a loosely knit federation as the CTF must of necessity be. I watched with impatience, the displays of water-tight provincialism that for generations have blocked our path toward a truly Canadian way of life; I watched with despair the provincial jealousies and suspicions that bind us each to ourselves, not as Canadians, but as Albertans, as Manitobans, as Nova Scotians, as province against province instead of province beside province and all together as Canadians. The Canadian Teachers' Federation is making its influence felt to the extent that in only three years I have seen barriers battered down, I have seen people, not all of them teachers, through CTF contacts begin for the first time to adopt a broader Canadian outlook, to examine a problem from the other fellow's viewpoint and to realize that in a country of fourteen million people there is bound to be more than one way of reacting to a given set of circumstances.

Contacts made at CTF conventions and directors' meetings have resulted in a great exchange of information and technique among all the provincial organizations. The Western Conference of Secretaries and Presidents, the Eastern Conference, the Annual Secretaries' Conference are all outgrowths of the CTF. They have not been organized by the CTF but have been spontaneous organizations to

Ed Wiggins was one of Canada's official delegates to the Fourth Delegate Assembly of the World Order of the Teaching Profession in Ottawa last year and will be attending their next assembly, which will be held in Malta in July. This is a condensation of his speech to the 1950 AGM.

further clarify and explore questions raised at meetings on the national level.

Federal aid for education is still a major project of the CTF. We have progressed to the point where we can now say that the question has been formally debated on the floor of the House of Commons. Of course, it was defeated. That was the first time. It will probably be defeated again, but federal aid will come, not this year nor next year, but the time will come when Canadian children because they are Canadians, not because they happen to live in a wealthy area, will share in their right to an education as part of their Canadian heritage.

Part of the time of our office has been spent in the perennial struggle to ease income tax regulations as they affect teachers. That job is like hammering a rock. Each blow seems to have accomplished exactly nothing, but suddenly, perhaps before we expect it, the rock will give forth a hollow sound and open up before our eyes.¹

At the present time we are attempting to assist the Nova Scotia teachers in a critical salary struggle with the provincial government. Nova Scotia has at present, what some of our members think Alberta should have, 1 it has.

a provincial salary schedule. It is sufficiently low that the poorest municipalities in the province can meet its terms. It is sufficiently uniform that no competition between municipalities for teachers' services exists. Everything has been levelled off and teachers' bargaining power as between municipalities has disappeared. The Nova Scotia provincial salary schedule is being used to depress, and to keep depressed, teachers' salaries in that province. If you are interested in provincial salary schedules, I ask you to study very carefully just what is happening in Nova Scotia this week.

WORLD ORDER OF THE TEACHING PROFESSION

When I arrived in Ottawa last July 16 to attend the conference of the World Organization of the Teaching Profession I still did not know just what the organization was, I didn't know what it stood for and I wasn't too sure that it could amount to anything but I had been sent as vice-president of the Canadian Teachers' Federation as one of Canada's official delegates. I was the only delegate from west of Regina and one of five west of the Great Lakes.

My first duty was to act as chairman of the credentials committee where I was able to learn at first hand the name, country, and position of each delegate. When our work was completed we had made up a directory containing all the necessary information about approximately 90 official delegates, 55 official observers, and 58 registered visitors. Twenty-six countries were represented at the assembly.

The work of the conference began in earnest at 10:00 a.m. on Monday and carried through every day till the following Friday, with evening sessions twice during the week. It would be impossible here to go into detail about the many delegate reports, the discussions and the vary-

ing viewpoints that were presented, but it may be sufficient to say that by the end of the first day I was no longer in doubt as to the importance of the conference. I began to feel that I was in the midst of something big, that these problems and these people were the problems and people of the free world, that here in the convention hall of the Chateau Laurier Hotel in Ottawa were gathered together a cross-section of freedom-loving people from the far corners of the earth. Here were expressed the hopes and fears of India, here were the tears and heartaches of poor war-ravaged Greece, here were the sorrows and bitterness of occupied Norway, here were the uncertainties, the ambitions, and the internal strife of the Philippines. Here, too, were the Germans from Western Germany, here were the Italians, here were the Danes and the Dutch, and over here from South America spoke the voice of Uruguay, of Brazil, of Ecuador, and of Bolivia, and many, many more.

The delegates from the United States and from Canada, as a matter of courtesy to our overseas guests, were seated at the back of the hall. From our table as I looked over the room and read the placards standing upright on each table and saw the official interpreters in their place at the front I felt very small and very much frightened. Here was an assembly, an organization that spoke for over two million teachers, here was an organization which during that same week was recognized and promoted by United Nations of official category B status, as a consultative body next only in importance to the actual government of a member nation; and here at the Canadian table I sat; a high school principal from a small town in Canada, Far West, and I thought, "This is the biggest experience I have ever had. I have held several official positions but never before and possibly never again will I find myself where I can

see and hear and feel the pulse-beat of the world."

But you ask, "What did you do?" "What did we accomplish?" "What was our purpose and what were the results?" I cannot answer those questions in a few words. Our purpose—we have many purposes and objectives but the most important and inclusive objective of our young (four years old) organization is to defend the liberties and rights of teachers and children everywhere in the world. Our organization forms one of the most potentially powerful anti-communist forces operating in the world today. It is one of four international organizations of teachers. In continental Europe and the British Isles three other teacher organizations are classed as international. Delegates from two of them attended our conference. The other European organization will never in the ordinary course of events be united with ours. Its loyalties are to Moscow, its symbol, figuratively at least, is the hammer and sickle, its God is Communism and its objective appears to be world revolution. With this type of organization there can be no compromise. With our objective of defending liberty and freedom we cannot meet on any common ground with those who would so debase their profession by mouthing the evil philosophy of Lenin and Stalin. This Communist-dominated organization has on more than one occasion presumed to speak to the council of United Nations as if it spoke for the teachers of the world. It will not so presume again. The WOTP, our organization, is now recognized by UN as the voice of the teachers of the free world.

We have many objectives related to educational freedom but over all of them I can say that in exposing the weaknesses and the evils of totalitarian forms of government, in fighting all forms of Naziism, Fascism, and Communism we are serving our

greatest purpose. We are meeting for an interchange of opinion and a sharing of experience, we try to learn and recognize the symptoms of a sick world in the early stages of its sickness and we hope, with the help of over two million teachers, to be able to prescribe treatment and to effect cures that will keep the flags of freedom flying wherever there are men and women of goodwill, wherever there are people who believe with Abraham Lincoln "That all these nations under God shall have a new birth of freedom, that government of the people, by the people, for the people shall not perish from the earth."

Late one afternoon we crossed the Ottawa River into Quebec and up in the Gatineau Hills, the whole conference had a picnic supper with our Canadian delegates as hosts. We were all there, blacks from Haiti and Ethiopia, yellow from Japan, brown from India and the Philippines, and Latins and Anglo-Saxons from all over the world. After supper we listened to French-Canadian folk songs by a male quartet dressed in eastern lumberjack costumes. We joined in the songs ourselves and afterwards we sang O Canada, just the Canadians, 30 or 40 of us singing our Canadian anthem to the nations of the world. I don't know how well we sang it. It doesn't matter. It is the song that boasts of our freedom and I couldn't help seeing the sorrow in the eyes of Mrs. Mary Kampouris of Greece. Only that morning she had spoken to us. These were her words:

"The Greek teachers' hearts are broken and tears come to their eyes when they see that 28,000 seats are empty! Twenty-eight thousand Greek children have been abducted by the guerillas and forcibly removed to the Soviet satellite countries for the communist indoctrination and the subsequent terrorization of the Greek populace.

"Fellow educators all over the

world for the sake of justice, human rights, Christian civilization and education, I make, on behalf of the Greek teachers, the warm appeal that you will think of Greece's basic contribution to the cause of freedom and that you will do your best to maintain our independence and our educational reconstruction and to help us repatriate our lost children."

We finished our song of "The True North Strong and Free." I was not to know until later that only two miles away, William Lyon Mackenzie King lay in his room at Kingsmere, where 48 hours later, death, as it must to all men, came to the former prime minister who had led our government for over 20 years. But in the Gatineau Hills that night there were many who envied us our freedom, who envied us the matter-of-fact smugness with which we accept the things that make Canada a land to guard and to fight for. Not only Canada's natural wealth, her industries, her fertile prairies, her forests, her streams and her mines, but something more intangible, something unknown to a people living in fear, something that can't be measured in tons, or bushels, or board feet, or dollars, or even in barrels per day, something that we call freedom and liberty without even knowing what the words mean, that's what they envy.

Canada is many things to many people and as your memory travels back over the red letter days of your life it's the intangible things that make a home out of a house, that make a community out of a district, and that make a nation out of a country.

Canada to you may be the skirling of bagpipes on Cape Breton Island or the winding road past Evangeline's Grande Pre or the orchards of Annapolis Royal in apple blossom time. It may be the songs and laughter of a log-chopping contest in Lower Quebec or a holiday at Little Magog Lake in the Eastern Townships. It's Bar-

bara Ann Scott and the cheering crowds as she drives through our city streets, or it's Hockey Night in Canada, and the voice of Foster Hewitt from Maple Leaf Gardens in Toronto. It's the Grey Cup final and Calgary Square Dancers and chuck-wagons at the Royal York Hotel, it's the Edmonton Flyers and the Allan Cup on Jasper Avenue, it's the Calgary Stampede, it's Bonspiel Week in High River, or Vermilion, or Grande Prairie, maybe it's the Kelowna Regatta in the Okanagan, or it's an auto camp at Banff or Jasper where you and your family cook your supper on a community kitchen stove and trade experiences with the other family from a thousand miles away, it's your own home town and your own living room and your children coming home from their own school, it's your right to gather here as teachers to express your own opinions and make your own decisions—it's all of these things and a million more—but that night in the Gatineau Hills I couldn't help wondering, as we sang, "We stand on guard for thee," whether we really know what it is we are guarding and what it is we are guarding against.

One of the addresses on the final evening of the conference was by Dr. George Counts of Columbia University on "Teachers Behind the Iron Curtain." I cannot take the time here to summarize his address, but it is well for us to know just how Joseph Stalin regards education. Just a few years ago Stalin stated his philosophy to George Bernard Shaw in these words, "Education is a weapon whose effectiveness depends on who holds it in his hands and at whom it is aimed." That is the Russian philosophy, they control education from one all-powerful centre and by so doing they control the lives, the actions, and the destinies of 170 million people. If education is to be free, if it is to be an unhampered search for truth we

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A Two-Way Process

CORMA MOWREY

President, National Education Association

NINETY percent of the relationship that exists between the home and the school is created by the things that are carried by the child from his school to his home. Children who are happy and getting along have a plus relationship for education. The reverse likewise is true.

The child is the direct contact between the school and the home; therefore, we should encourage children to accumulate interesting facts about their schools, not just the costs of education. Far more school friends are won by emphasizing what we offer the public than by stressing what we seek from it.

Perhaps this suggests that teachers may best perform acts of public relations in terms of interest in the pupil, the parent, or citizen rather than specifically in terms of self-interest. If the public sees the benefits that education offers, and sees a supporting list of proofs that we can deliver, the public begins to see dividends on its investment. It is well for us to point out also the losses which the citizens will sustain if this educa-

tion is not given or if it is diminished in any way.

I believe that teachers can help in winning support for schools by seeing that something gets into the homes each week from the school—something which represents pupil progress. We must be very careful to build contacts with parents with good news about their children, rather than make our contacts only regarding undesirable pupil performance.

Since education is invariably the most expensive single item in any local tax bill, it is good business to talk to the public in terms of how good a job the schools are doing in terms of what is expended, and of how interested schools and teachers are in giving the youth of the community the very best educational opportunities possible.

Good public relations is not a result of a magic formula. Public relations is a two-way process—a cooperative search for mutual understanding and effective teamwork between community and schools.

—Reprinted from NEA Journal

No Club Work: Extra-curricular activities in New York City's high schools have been snuffed out for 12 long months by a "strike" of teachers who refuse to give time to extra-class work unless they are compensated for it. The boycott entered its second year, with no sign of solution.—Edpress Newsletter.

The Kind of Teachers We Need

RAY C. MAUL

Registrar, Kansas State Teachers College

High Schools have high standards and no shortage of teachers. If the elementary schools had similar standards would the shortage of teachers in the elementary schools disappear. In Alberta, high school graduates are required to have full matriculation to register in the high school program. However, in the elementary school program, the department of education seems to insist on lower entrance qualifications, on the assumption, no doubt, that making it easier to get into the elementary field will attract more people. Nonsense.

EVERYBODY knows the desperate need for teachers. It is misleading, however, to assume that the need is equally insistent for all types of teaching services. The general shortage which existed at the close of the war has become a highly selective shortage. There is an impending oversupply in some areas and an increasingly critical shortage in others.

The demand for persons who can meet requirements for a high school teaching certificate is being full met. The time is at hand, therefore, when more comprehensive preparation can be required before one is licensed to teach in high school, or certainly before one is given any type of permanent or continuing license. In all states the bachelor's degree is required, and in five states the master's degree is required. Extension of the formal preparation requirement to five years beyond high school graduation is contemplated in many states. When accomplished, it will contribute greatly to improving high school teaching.

The opposite situation is found at the elementary school level. September, 1950, found greatly increased enrollments in kindergarten, first grade, and second grade. A continued increase is foreseen definitely for the next five years. The elementary schools of 1956 must be prepared to accommodate approximately seven million more children than were enrolled in 1949-50. Where are these teachers coming from? And what will be their qualifications?

New teachers come from only two sources: first, the annual group of college and university graduates, and second, those who met certificate requirements at some earlier date and who now come from some other occupation and seek employment in teaching. The former group admits of accurate measurement, and the annual National Teacher Supply and Demand Study shows these figures in total for the nation and separately for each state. In 1950 the colleges and universities will produce only 22,460 candidates for elementary school teaching certificates with four years of properly planned preparation for this vitally important task. This meager supply must meet four types of demand as follows:

First, to replace those who retire;

Second, to meet the demands of increased enrollment;

Third, to relieve overcrowding; and fourth, to replace those whose preparation is most woefully inadequate.

Available figures show that the 1950 supply will no more than meet one of these demands. If the attempt were made to replace inadequately prepared teachers (those with no

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—Reprinted from The Phi Delta Kappan.

Teachers Work Together on Curriculum

ALICE MIEL

Assistant Professor of Education
Teachers College, Columbia University

Any examination of the factors necessary for curriculum improvement must take into consideration the way in which a group works. This article shows why one attempt toward curriculum improvement failed.

NOT long ago a school principal came to a college office with a request, "My teachers want to improve the curriculum. Will you serve as a consultant to them? You may have the whole hour at my November teachers' meeting. I will take care of my announcements some other way. I should inform you, however, that my teachers have many home obligations after school. It is a real hardship for them to stay after three o'clock. It would be most unwise to prolong the meeting after four."

Thus began a short association that ended in failure; but many were the lessons it held for the process of curriculum improvement. Let us continue the story, analyzing as we go along the apparent successes and failures, the assumptions on which people were operating, and other possible explanations of the chain of events. First, however, we need more background for analyzing the facts presented so far.

PRINCIPAL AND CONSULTANT DO SOME PRE-PLANNING

The consultant accepted the invitation with some misgivings because of certain assumptions she held. First, *she looked upon the curriculum as everything that happens to young people in connection with their school life.* Second, *she*

was convinced that the curriculum of a school will not be improved unless there is improvement in the aspirations, insights, and skills of the adults responsible for the pupils in the school. She believed that pupils will not get a better break in their school program unless changes are brought about in the thinking and behaving of teachers and administrators, parents, and other laymen. She was sure that producing such changes was a job requiring much time and the dedicated efforts of each individual concerned. She had much evidence that the value of the individual's efforts to change and grow is heightened immeasurably when a number of individuals work as a group. The consultant doubted that her assumptions were shared by Miss Mullen, the principal. Her doubts were based on what Miss Mullen said in issuing the invitation, and on the arrangements she was willing and unwilling to make for teachers to work with the consultant.

• • •
Wording of the Invitation. Miss Mullen's invitation seemed to imply that curriculum improvement is a process that can be tossed off casually by devoting one hour a month to it. Her use of the expression "my teachers' meeting" might well imply a conception of an occasion for one person to tell others what to do.

Arrangements Made. When the consultant suggested the desirability of getting to know teachers through

a series of informal chats and classroom visits before going into a formal planning session with the entire group, Miss Mullen had a ready answer. "It would make the teachers very insecure to be visited in their classrooms. They are busy all day long and have no time to talk to anyone. At lunch time they are supervising children. We all leave at three o'clock every day."

Miss Mullen had other proposals for preparation for the first meeting with the consultant: (1) She would take the consultant on a one-hour guided tour through the building. This would give them two minutes in each classroom; (2) she would take some time in the October teachers' meeting to prepare the group for the consultant's coming in November.

Perhaps the consultant made a mistake in not arriving at a clear initial understanding with the principal as to what progress in curriculum improvement was anticipated and what would be involved in achieving that amount of progress. Perhaps the consultant was overly optimistic in hoping that as teachers, principal, and consultant worked along together, all might grow and that the need for more time for group work might become apparent.

At any rate, the principal's wishes were respected and the preliminary steps were taken. The second part of our story takes place at the November teachers' meeting.

WORK WITH TEACHERS BEGINS

On the appointed day the consultant was on hand to help a group of complete strangers get started on their venture in cooperative curriculum improvement. The principal seated herself with the consultant at the front of the school auditorium facing two rows of teachers. Expressions on their faces were mostly ones of watchful waiting.

Miss Mullen opened the meeting

by addressing the consultant: "The teachers know the background of all this. They will present various problems they have."

The sixth grade teacher, obviously a spokesman for the group, was the first to respond. She asked the sensible and revealing question, "What is the purpose of the discussion of these problems?"

Satisfied by the consultant's answer that "we want to find some problems on which we can work cooperatively," the group opened up. Statements of problems were well formulated and they came rapidly.

Little disagreement among the teachers was apparent. They pointed out the many pressures under which they operated. They showed that the individual teachers is the final recipient of all demands and expectations of a whole group of central office staff members concerned variously with curriculum, guidance, research, and testing. They mentioned the expectation of their "superiors" and of the parents that children rate high on standardized tests since their I.Q.'s were high. They cited demands from art and music supervisors that teachers teach art and music unrelated to the social studies "unit," while the course of study in social studies gave just the opposite direction. The teachers admitted that part of the pressure came from themselves. They believed in a modern program and wanted so many good things for the children that they could not get them all into a crowded program.

Before the meeting closed, the consultant summarized the high points of the discussion and suggested that it would be helpful if a small group would organize the material the teachers had prepared for the discussion. A subcommittee volunteered to collect all the problems written by teachers and to make some kind of order out of them.

The part of the story just related reveals quite a bit about the teachers who were undertaking cooperative work. *In general they seemed to be concerned about best ways of meeting their many responsibilities. They had located definite barriers that were preventing them from doing a good job as they conceived it. They seemed ready to help in working on these trouble spots. They were willing to take the next step in getting to work on their problems.*

The question the spokesman raised with regard to the purpose of the problem "census" leads one to wonder *just how the principal had prepared the teachers for this meeting.* The odds are that they were told they were to have a consultant and were asked to cooperate. Teachers are nice people; they usually are willing to do almost anything to help out. But most likely these teachers had done their homework on faith, without feeling sure that anything would come of it.

We are led to wonder also *if the teachers may not have had a rather close but unofficial organization for sticking together and presenting a united front.* Not one, but several spoke to each point raised. It was fairly apparent from the tone of the meeting that the teachers knew well the protection the group can give to the individual. Perhaps they had found ways of which Miss Mullen was unaware for working out solutions to some of their problems of relationship with their principal. The pity of it was that this group solidarity was not being promoted and utilized in cooperative work that included the principal.

Without regard to the fact that teachers might have been ordered to do some homework for which they saw little purpose, *Miss Mullen's idea of having each teacher come prepared for the discussion was a good one.* It meant that the meeting time was more efficiently used. However, dif-

ferent ways of arranging for such preparation might be tried. For example, problems might have been fed in from informal chats based on classroom situations observed by teacher, consultant, and principal together.

FOLLOW-UP MEETS WITH DELAYS

Directly after the November meeting, the teacher subcommittee met and did its work. A well-organized list of problems with related sub-problems was issued in mimeographed form to each teacher.

The consultant conferred with the principal about a meeting time when the group could plan next steps. Miss Mullen was not very encouraging. She could not give up another teachers' meeting for some months. She was sure the teachers would be unwilling to stay after school a second time during the month. Would she ask them whether they would be willing to stay, or would she offer such an opportunity to volunteers? No, she would rather not. Could time be found during the school day when the consultant might meet with small groups? That would be pretty difficult, the principal believed, but she would see. It was March before Miss Mullen "saw."

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It is obvious that *there can be no progress on curriculum improvement unless time is given to it.* It is just as obvious that no group can give attention to solving curriculum problems unless there is *provision for meetings of the group.* Furthermore, *progress is bound to be slow on work that often requires fundamental shifts in point of view, the building of new habits and skills, and the securing of new arrangements, such as schedules, requirements, and methods of evaluation.* If even one month, to say nothing of two or three, must intervene between each step of this gradual process, progress is so snail-like as to

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" . . . To neglect our school system would be a crime against the future. Such neglect could well be more disastrous to all our freedoms than the most formidable armed assault on our physical defenses—Where our schools are concerned, no external threat can excuse negligence; no menace can justify a halt to progress."

—Dwight D. Eisenhower.

The Danger is Within

W. O. HUGHES

Speaker

Indiana House of Representatives

IT HAS always been easy for the public to turn a deaf ear to its teachers, particularly to those teachers who have insisted year in and year out that we must keep our public schools strong.

There is always something more important than the school to engage the attention of the public: a crime wave, a depression, an international crisis, a war. The cry of the educators that all these things are related to the public school system, that indeed a strong public school system is essential if we are to solve these "greater" problems, has gone unnoticed. Like an insistent buzzing at the public's ears, it has been brushed away, carelessly or angrily.

Perhaps it will not be so easy to brush away the statement of a man who is primarily a military spokesman, one of the great generals of all time, General Dwight D. Eisenhower.

"MORE DISASTROUS"

When General Eisenhower said that neglect of our schools "could well be more disastrous to all our freedoms than the most formidable armed assault on our physical defenses," he spoke with the hard, practical wisdom of a man whose military genius had brought us victory in Europe less than five years ago and who is at this moment deeply involved in the planning of European

military defense. "Where our schools are concerned, no external threat can excuse negligence," says Eisenhower. "*No menace can justify a halt to progress.*"

Educators have been saying the same thing for many years, and for the same reasons. We have not listened; we have said, "That's impractical, visionary." But now that the needs of national defense must motivate all our future acts and a great military man has stated unequivocally that we must not neglect our schools, has said, in fact, that no menace can justify a halt to progress, perhaps we will begin to listen.

SCHOOLS ARE DEFENSE

There is no question but that national defense is the most important subject now occupying the minds of Americans—as it should be. But we must speedily recognize that the public schools are a part of national defense—that they are, indeed, the great cornerstone of our way of life. We can make guns, tanks, planes, battleships, and bombs to fight off our enemies, but if in doing so we allow the very thing we are fighting for to perish, what have we gained? Our nation is in real physical danger from forces outside its borders; but the great danger is within.

If there is one single point in the democratic structure that the Com-

The Holding Power of the Profession

Digest of Statistical Information Compiled by

H. E. SMITH

Dean, Faculty of Education

At the request of the minister of education, H. E. Smith, dean of the Faculty of Education, compiled statistical information concerning registrants in the junior elementary and intermediate certificate program for the two years 1945-46 and 1946-47 in the Faculty of Education, University of Alberta. A digest of this information is given below.

SOURCE OF DATA

Basic data were secured from the files of the Faculty of Education. The Department of Education provided information concerning persons still engaged in teaching as of January, 1951. To all for whom information from the above two sources was not available a questionnaire was sent asking whether they were still teaching and, if not, why they had discontinued.

HOLDING POWER OF THE PROFESSION

● Of the original group of 618 registrants 542 or 87.7% received teaching certificates, the remainder having been lost through failure in course

munists would like to destroy, it is our public school system. For here, in the public school system, is the nerve center of our democracy. Render it useless and the whole system will die. Communism can win the battle against democracy without firing a shot if the glaring need of military preparedness blind us totally to the needs of the schools.

NEEDS OF CHILDREN

Schoolhouses are not as dramatic as foxholes; the needs of children, quietly met or just as quietly not met day in and day out, do not have the

work, dissatisfaction, and the like.

● Of the certificated group of 542, complete information was secured for 495, of whom 312 are still teaching.

● Of the 542 who qualified for the Junior Elementary and Intermediate Certificate, 29.2%, or 16 men and 142 women, attended neither summer nor winter sessions of the Faculty.

● Eighty-nine or 16.4% of the original 542, by January 1, 1951, had qualified for higher certificates as follows:

Senior E. & I.—52 Professional—6
Junior H.S.—27 B.Ed. degree—4

● Four hundred and seventy-eight or 88.2% are known to have had at least one year of experience; **AND ONLY 312, OR A LITTLE OVER A HALF OF THE ORIGINAL GROUP, ARE STILL TEACHING.**

● The men, 36 altogether, left the profession for the following reasons: low salaries, attending university, lacked interest, poor working conditions, etc. A majority of the women (167 out of 261) left the profession to get married. Twenty-seven out of 261 women, who are not now teaching, are engaged in other occupations.

explosive news value of battlefield casualties; school finance is dull stuff as compared to the fabulous figures we read in the national military budget. Yet, if every citizen had a real understanding of these humdrum statistics about the schools, a true sense of their meaning in relation to the lives and personalities of children and to the very fabric of democracy, not even national defense would create a greater stir in the imagination and determination of the public. The public schools *are* national defense.

—Reprinted from *The Indiana Teacher*.

Common Errors on the 1950 Grade XII Examinations

N. A. WAIT, ATA Representative

High School and University Matriculation Examinations Board

IN compliance with a request made by the Alberta Teachers' Association, subexaminers were invited by the Department of Education to submit reports on the common errors of students writing the June, 1950, matriculation examinations. Material provided by subexaminers in response to this invitation was consolidated into a report by the chairman of the group. Permission to publicize these reports has been granted by the Examinations Board.

The various subjects seem to demand a varied form of treatment with respect to the compilation of the common errors. The material herewith published is the opinion of the group concerned. In some instances the group has consolidated the material into generalized classes; in other instances the group has judged that the best method of compilation is that of listing specific errors.

There is no doubt that the information on common errors as collected by subexaminers can be a valuable aid to teachers in their endeavor to raise the standard of written work. It should serve most certainly as a guide to the setting up of remedial procedures, pointing particularly to the areas and individual examples of most common errors.

ENGLISH 3, LANGUAGE PAPER

This year the standard errors were again prominent. The following is a statement of those most frequently found in marking the English Language paper.

1. *Spelling*—The fact that these errors were no more common than those of other years merely serves

to remind us that in this field our work is never done. Those most frequently misspelled were: accommodate, comparable, comparative, description, develop, drunkenness, embarrassed, humorous, incandescent, occasion, privilege, resonance, restaurant, rhythm, and tragedy. Many errors occurred which appeared to be caused by haste or carelessness.

2. *Capitalization*—Many common nouns were capitalized within sentences, e.g. university, high school, church, physics, etc.

3. *Punctuation*—The chief weakness appeared to be in the omission of the comma to set off subordinate clauses at the beginning of a sentence, the omission of the comma with appositives, and its indiscriminate use.

4. *Grammar*—Common errors were: (a) lack of agreement of subject and verb; (b) lack of agreement between pronouns and antecedents; (c) inability of students to distinguish nouns, verbs, prepositions, adjectives, and particularly participles; (d) indefinite reference.

5. *Sentences*—Here the most commonly found faults were the run-on sentence, the fragment, and loose or rambling sentence. There was also a lack of variety in sentence structure.

6. *Word Usage*—Students had a tendency to use words which they did not understand. Many, too, were guilty of redundancy or wordiness, repetition, and the use of mixed metaphors.

7. *The Essay*—Although some of the essays were excellent, most of them lacked original thought and expression.

Many of the titles were weak or omitted, and the introductions, transitions, and conclusions were feeble. Paragraphs were skimpy because students are not able to think in the paragraph form.

As for form, many candidates did not leave a space between the title and the introduction, nor did they place a period after the title. Very often the writing or stroking out was untidy.

There was an evident lack of practice in essay writing throughout the province. Further essay work in the classroom throughout the school year would pay rich dividends to candidates for the English 3, Language examination.

ENGLISH 3, LITERATURE PAPER

1. "Rhyme" and "rhythm" are confused.

2. "Basic conflict" in Shakespearean plays is apparently not being sufficiently stressed by all teachers.

3. Pupils are hazy as to the exact requirements of a "paraphrase."

4. Perhaps the greatest weakness throughout the pupils' papers is the attempt of many pupils to "hedge" their answers by the use of vague generalities. There is a need to stress with Grade XII pupils the necessity of forthright, specific statements.

5. There appears to be evidence that pupils, who have been drilled on questions from previous years' papers, attempt to force certain answers into these categories. Answers to the "Pickwick" question on this year's paper seemed to show the influence of a study of questions on the 1948 and 1949 papers which called for a comparison of style of paragraphs containing similar material.

6. Immaturity in attack is a common weakness.

SOCIAL STUDIES 3, ESSAY

1. There is a tendency toward the excessive use of capitals. "Canada

may look for Peace and Prosperity in the Future."

2. Commas are very often omitted when necessary and put in unnecessarily.

3. Apostrophes are very often omitted from possessives.

4. The designation of singular and plural nouns frequently not given sufficient thought.

5. There is an excessive use of "&" and "etc." The etc. is usually used to indicate something the pupil does not know but which he thinks the marker will think he knows.

6. The titles are very often missing from essays.

7. Many marks are deducted for the use of paragraph subheadings in the body of the essay.

8. Unnecessary abbreviations such as "gov't," "parl't," "Br.," or "Gt." ruin essays that would otherwise be very good.

9. Pupils are inclined to use "who" for "which" or "that" in referring to countries.

10. Marks are awarded for the following: participles, variety in structure and variety in beginning. Most pupils use very few participial constructions and there is very little variety in sentence structure or in the opening sentences.

11. The following words are misspelled often enough to become very noticeable to all markers: devastated for devastated, Britian for Britain, amoung for among, blockade for blockade, devaluate for devalue, resources for resources, benifit for benefit, moral for morale.

SOCIAL STUDIES 3

Errors occurring most frequently in the papers read are as follows:

1. Students secured their lowest marks on Question 13. They show little knowledge of events or of the sequence of events in Canadian history. The subexaminers were greatly perturbed by this fact, so much so, that a special meeting was called

after marking hours on Monday, July 17, 1950, to consider the matter.

2. The term "Truman's Fair Deal Policy" in Question 6 was understood by very few students.

3. Considerable confusion in thinking was evident in the answers written to Question 4.

4. In the map of Question 9, few students located the Azores correctly.

5. In answering questions on the graph of Question 1, a number of students gave numbers only, such as 3 or 6, and failed to note the unit (billions) given.

PHYSICS 2

Students' errors can be considered in two categories.

(a) Errors caused by questions which were worded in an ambiguous manner. It is not possible to state definitely that students did not know the accepted answers.

Illustrations of the above could include 53 (c). The problem of constructing a thermometer with "Ordinary Laboratory Apparatus," proved misleading. The type of apparatus considered ordinary differed considerably. Question 53 (d) also brought forth varied responses. Students often mentioned the economic aspect of the problem. However, it was not uncommon to find answers stating that helium is lighter than hydrogen.

(b) Errors caused by definite lack of knowledge. The following topics belong to this group:

(1) All questions pertaining to Physics 1.

(2) All questions based on the laboratory manual. It is apparent that teachers are not placing sufficient emphasis on experimental work.

(3) The question on electrical circuits. Much more practice should be given with problems on the more complex types of parallel and series circuits.

LATIN 3

While many candidates were well prepared, and there seems to be some general improvement in the Latin 3 answers, common errors were observed as follows:

1. Poor English composition (a tendency to Latinized English), and careless spelling in translating Latin authors and sight.

2. Failure to distinguish between active and passive forms both in Latin and English.

3. Failure to conform to sequence of tenses.

4. Confusion of ablative of means, place where, and specifications; wrongly inserting "in" in time when; and the use of the dative in place of "ad" plus accusative.

5. Failure to distinguish between uses of infinitives and subordinate clauses in the subjunctive.

ALGEBRA 2

Question 41: Weakness in solving equations algebraically, and the fundamental operations involved.

Question 42: Not read carefully, e.g., 1 sq. yd. used in formula instead of 9 sq. ft.

Question 48 (a): Errors in substituting and removing brackets with a minus sign in front.

Question 43 (a): Pythagorean theorem not applied correctly.

Question 47: Trouble in differentiating a quotient.

Question 49: Reading values from the graph incorrectly. This may have been due to a mistake in the printed graph.

Question 50: Many students do not understand maxima and minima questions.

*Question 53, Part 5—*As a rule, students did not try to give their answer "to the nearest whole number."

Question 54: Errors in signs, and multiplication and division.

Question 55: Trouble in simplifying the fraction.

Question 56: Errors in multiplication and logarithms, when used.

TRIGONOMETRY AND ANALYTICAL GEOMETRY

No. 24. Many find $\log \cot A$ by writing $1/1.0669$ (the reciprocal of $\log \tan A$).

No. 25. $\text{Csc. } 158^\circ 11'$ was given as 2.6947 instead of 2.6907, adding differences instead of subtracting them.

Nos. 29 and 30. Many students did not round answers to place asked. It would appear that "nearest tenth" and/or "nearest foot" are not understood. (See note on No. 42 also).

No. 32. A great many did not use difference column in tables, but gave answer to nearest 6 minutes.

No. 33. Distance from origin to line was given negative.

No. 37. The coordinates were interchanged, $(-2,0)$ for $(0,-2)$.

No. 40. Students frequently left two asymptotes in combined form $X^2/12 - y^2/4 = 0$, instead of giving one straight line. They may not recognize two distinct lines in the form.

No. 41. "Oblique" was interpreted as "obtuse," yet no reference was made to equality of sine of angle and sine of its supplement.

No. 42. The third angle was very frequently incorrect, the answer $61^\circ 45'$ being very common. The answer, obtained from the tables is 13.03 and in rounding off to nearest tenth of a foot it was often given as 13 feet.

In part (b) the area of triangle was found using one side of triangle as altitude and applying the "half base \times altitude" formula.

No. 43. In using cosine formula the logarithms of the squares of sides were added and subtracted to find logarithms of $c^2 + a^2 - b^2$.

No. 44. In some cases value of $-\frac{1}{2}$ for $\cos x$ was discarded, but where it was used it was not interpolated in tables correctly. Again, in some cases differences were added

instead of subtracted.

No. 45. Those who solved by using tangents of angles did not get correct solution nearly as frequently as those who used sines. Many stopped after finding distance of nearer mile stone to mountain without continuing to find height of mountain.

No. 46. The identities were frequently assumed true and students crossmultiplied instead of simplifying each element. In (b) many failed to recognize that $(\sin 0 - 1)^2 = (1 - \sin 0)^2$.

No. 48. Very few students were able to prove the conditions for parallelism and perpendicularity by any method. Many assumed the conditions and tried to prove the converse theorems.

No. 50. Particular cases, such as specific vertices or a right triangle, were used instead of the general case. Some gave a theoretical proof.

No. 51. Too many left the facts without drawing a conclusion from them.

No. 52. In writing the equation of the parabola in usual form the negative sign in the bracket is neglected, i.e., $(x - 3) = -4(y - 3)$ instead of $-4(y - 3)$.

No. 53. $16 - 9 = 5$, in finding B.

No. 43. In transforming $b^2 = a^2 - c^2 - 2ac \cos B$ errors in sign were frequent. Many used $\tan B = r/s - b$.

N.B. A very large number of students wrote with pencil.

CHEMISTRY 2

A study of 180 papers taken at random to determine the frequency of wrong choices in the multiple choice questions of Section A revealed the following:

1. As an example of a monatomic gas, 50 percent selected ozone and 11 percent fluorine.

2. As a commercial use for metallic sodium 28 percent selected the manufacture of sodium chloride,

32 percent chose lye and 10 percent gave the commercial production of hydrogen.

3. As an element coming between zinc and lead on the E.C. series, 15 percent chose copper, 6 percent aluminum and 6 percent silver.

4. Considerable confusion was shown as between electron-sharing and electron-shifting in relation to polar compounds.

5. The elements Ca, Sr, Ba, and Ra were designated as alkali metals by 16 percent, rare-earth metals by 16 percent, and as the radioactive group by 20 percent.

6. About 40 percent were unable to determine whether the element with atomic number equal to 8 was inert, bivalent positive, a nonmetal, or amphoteric.

7. Twenty percent chose ammonium oxide as an example of a basic anhydride, and about an equal number selected H_2O_2 .

8. Twenty percent thought that hydrogen was included in the replacement series because its atomic weight is equal to 1.

9. Twenty percent failed to distinguish between tempering of steel and case-hardening.

10. Twenty percent thought that carbon is added to steel to remove air-holes.

11. Thirty percent did not know which element has an electron structure of, alternatively, 2,8,18,1 and 2,8,17,2.

12. Fifty percent could not interpret successfully the figures 4-12-4 as applied to a fertilizer.

13. Thirty percent did not know how oxalic acid removes ink stains.

14. Sixteen percent were unable to relate $C_nH^{2n} + 1COOH$ to the fatty acid group.

15. The destructive distillation of beech-wood would yield ethyl alcohol for 16 percent, glycol for 10 percent, formic acid for 8 percent, and ethylene for 6 percent of the students.

16. Twenty-five percent confused

the terms cracking and polymerizing of hydrocarbons.

17. Twenty-eight percent thought that the inversion of cane sugar yields sucrose.

18. Sixty percent did not know the enzyme for the hydrolysis of fats, and 30 percent decided acetone was an ester.

In interpreting these results it should be remembered that these were multiple choice questions and these wrong answers were suggested as alternatives to the correct choices.

1. General

Specific instructions as to the examination procedure and method of recording answers are frequently disregarded. For instance, many used pencil throughout the paper instead of pen and ink, some used colored pencils for portions of the work and many failed to transcribe work of value from the "Rough Work" page to the spaces provided.

Students would seem to need more instruction in the orderly arrangement of material so as to show clearly steps in the solution of a problem, and in the organization of "essay-type" answers so as to get the maximum value for their work. This is especially important when, as in this paper, the amount of space provided is in some cases barely adequate for a complete answer.

In outlining experiments the various steps of procedure, observation, and conclusion are rarely followed.

2. *More specifically the knowledge of chemistry was particularly weak in the following points:*

All quantitative work, the estimating of normal and molar solutions, the work on problems, the application of the gas laws to correct the volumes of gases was poorly handled. Not more than 5 percent of the papers obtained full marks on the problem Question No. 27 dealing with Chemical arithmetic. This was partly due to mathematical weakness but more often to failure at some step in pro-

cedure. The section at the back of Jaffe's text on this type of work needs more systematic teaching.

The writing and balancing of equations as in question No. 32 was poorly done. In many cases the more difficult equations have been memorized without a clear understanding of fundamental chemical theory relating to the main types of reaction. Many double replacement reactions are related to the position of an element or the simple replacement series, the oxidizing action of manganese dioxide in the preparation of bromine is confused with the catalytic action of MnO_2 , and the conditions of a reaction together with the nature of the products under different conditions are not generally understood.

Questions on the paper which were particularly poorly handled were:

(1) Questions 27 and 28 dealing with numerical problems as noted above.

(2) Questions 29 dealing with specific laboratory techniques. (Many students complained, "We did not do this.")

(3) Question 30 on the uses of limestone in building was poorly answered.

(4) Confusion occurred frequently as between the blast furnace, the Bessemer converter, and the open hearth process and the more detailed knowledge of processing of steel and steel alloys was lacking.

(5) Question 33 on oil-refining was answered in too-general terms, and the writing of ionic equations to illustrate hydrolysis was weak.

There were the usual number of careless errors, the confusion of Mg and Hg, the general belief that sulfuric acid is necessarily 2 Normal, the use of "atomic weights" in reference to a compound and "molecular weights" in reference to an element, the use of 44 gm. instead of 22.4 liters for the molecular volume of carbon dioxide.

Greater emphasis would appear necessary on the exact interpretation of such terms as hydrolysis, electrolysis, ionization, weak and strong acids and bases in relation to ionization, and the interpretation of atomic structure in terms of valence electrons, atomic number, and other related properties of the atom.

FRENCH 3

Briefly enumerated the common errors noted by the French 3 examiners are as follows:

1. *Errors in verb usage*—these appeared to stem from the following causes:

- (a) Confusion of tenses—this particularly common in Question 3, part 3, where many students failed to recognize the present tense given twice in the question, and went on to use a wide variety of other tenses instead.
- (b) Lack of familiarity with those verbs which contain their own preposition before a substantive, e.g., *attendre*. A common mistake occurred in Question 2, part 2. "... *qui attendaient pour l'auto-bus.*"
- (c) Inability to use the complementary infinitive, e.g., "... *vous pouvez aller voir . . .*"
- (d) Failure to recognize the idiomatic present as required in Question 1, part 35.
- (e) Lack of familiarity with the subjunctive mood. Such questions as No. 1, parts 25, 32, and 33 were very badly answered.
- (f) Negligence regarding the rules of agreement of the past participle.
- (g) Failure to invert subject and predicate after a quoted speech. Five such inversions were required in Question 4, but few students were able to deal with them.

Common Errors on the 1950 Grade IX Examinations

W. G. E. PULLEYBLANK

ATA Representative

High School Entrance Examinations Board

LITERATURE

When the questions were broken down and the parts arranged, according to what was tested for, under the headings, Poetic Forms, Interpretations, Vocabulary, Figures of Speech, Knowledge of Text, and Appreciation, it was found that the average score was low on questions involving (a) vocabulary and (b) the interpretation of poetry.

Very few candidates showed familiarity with the poetry contained in the authorized textbook.

MATHEMATICS

1. Inability to handle the substitution of zero as a value for a letter.
2. The Geometry part of the paper was not done as well as the Algebra part. There was poor understanding of the language of Geometry.
3. Many students had difficulty with

volume problems.

4. Weakness in the use of formulas.
5. Weakness in the division of mixed numbers.
6. Inability to divide by a negative number.
7. Wrong letters used to name angles. The examiners suggest that students should be taught to use numbers to designate angles where possible.

GENERAL SCIENCE AND HEALTH

Candidates gave evidence of notable weakness in explanation and scientific clarity of expression. Only a few were able to give a satisfactory answer to the question on the operation of an electric bell. They were much more successful with questions of the objective type. The examiners urge that more classroom attention be given to "explanation" type questions.

(h) Ignorance of pages 185-189 of Travis. Placement of these prepositions before the infinitive appeared on the whole to be haphazard.

(i) Lack of familiarity with the second singular *tu* and its forms. With *tu* as subject *vous* was frequently given as a pronoun object in such sentences as Question 1, part 26.

2. Errors in Pronoun Usage

(a) *Leur* received very rough treatment on the whole. e.g., i. "chez leur" was used for "chez eux" in the first sentence of Question 4.

ii. The direct pronoun *les* was often used instead of the indirect pronoun *leur*; e.g., (i) "Ne les en/envoyez pas" for "Ne leur en/envoyez pas" in question 1, part 15.

iii. Lack of agreement for number.

(b) There was frequent confusion of interrogative pronouns with relative pronouns and interrogative adjectives, e.g., *lequels* instead of *qui* (2) *lequelles* instead of *quelles*. (3) "Qu'est-ce qui" instead of "qu'est-ce que."

(c) There was much uncertainty
(Continued on Page 60)

Resolutions Adopted by the Annual General Meeting, 1950

1. **BE IT RESOLVED**, that the Government of Alberta be urged to adopt the following measures as minimum essentials for elementary and secondary education in the province:

(1) An immediate increase in teachers' salaries, such increase to bring the salaries to a professional level where they would attract the superior students of the province, and where they might induce to return to the profession many teachers who have left teaching for more remunerative employment.

(2) Adequate grants up to at least 50 percent of the total cost of elementary and secondary education, such grants to include

(a) a grant per classroom,
(b) an equalization grant based on the assessment per classroom,

(c) a grant per pupil based on enrollment,

(d) a grant per teacher based on qualifications and experience,

(e) a grant towards cost of transportation in centralization,

(f) an isolation grant, based on the isolation of the school,

(g) a building grant for schools and homes for teachers.

(3) Adequate retirement allowances, with the pension scheme providing for disability and death benefits.

(4) More teacher participation in school programs so that teachers may share in the development and planning of curricula and all other activities of the school.

(5) The establishment of higher standards for the teaching profession, including entrance requirements which are the equivalent

of those for other faculties of the university, and a minimum of two years of training for certification.

(6) The employment of properly qualified persons in all teaching and supervisory positions.

(7) Security of tenure, including the right of a teacher or principal to an appeal in case of a proposed transfer. (**Annual General Meeting**)

2. **BE IT RESOLVED**, that the Alberta Teachers' Association ask the Department of Education

(1) to encourage teachers to take a greater part in curriculum making throughout the province,

(2) to make provision for centres to build their own curricula in consultation with the curriculum branch of the Department of Education;

(3) to use *The ATA Magazine* to report to the teachers all developments in curriculum making,

(4) to use *The ATA Magazine* to acquaint teachers with all proposed curriculum developments and changes, and to allow time for teachers to study these proposed changes before they are put into effect,

(5) to make adequate provision for curriculum meetings during school time at committee and subcommittee levels, and

(6) for release of one or more teachers from classroom duties to do the writing with respect to curriculum making or changes,

(7) to make provision for more representatives of the Alberta Teachers' Association on Department of Education curriculum committees. (**Annual General Meeting and Executive**)

3. **BE IT RESOLVED**, that the Al-

berta Teachers' Association ask the Executive Council of the Government to use part of the money, that is now being spent on bursaries for students in the first and second years of training in the Faculty of Education, for scholarships to students in the third, fourth and post graduate years of training in the Faculty of Education. (Annual General Meeting)

4. **BE IT RESOLVED**, that the Executive Council of the Alberta Teachers' Association ask the Department of Education to send representatives to a meeting to discuss the problems of curriculum making, in general, and in detail. (Annual General Meeting)

5. **BE IT RESOLVED**, that the Alberta Teachers' Association ask the conference committee and the Alberta Educational Council to support their request to the Executive Council of the Government to engage a committee of one or more properly trained and experienced school technicians, in consultation with the Alberta Teachers' Association, to make a survey to form the basis for a minimum foundation program for the schools of Alberta, and that interested parties be permitted to submit briefs to the committee. (Annual General Meeting)

6. **BE IT RESOLVED**, that the Executive Council of the Alberta Teachers' Association ask the Department of Education to negotiate with the Association in regard to the relationship between teachers, principals, and superintendents, and in the matter of advertising staff vacancies. (Annual General Meeting)

7. **BE IT RESOLVED**, that the Executive Council of the Alberta Teachers' Association be instructed to thank the Department of Education and the Alberta School Trustees' Association for their

cooperation in the setting up of a conference committee, which met twice during the past year, to discuss mutual problems, including the rewriting of *The School Act*. (Executive)

8. **BE IT RESOLVED**, that the Executive Council of the Alberta Teachers' Association urge the Department of Education to make a practice of calling into consultation the Alberta Teachers' Association and the Alberta School Trustees' Association in regard to all proposed changes in *The School Act* or school regulations and any other matters in which teachers' interests are concerned. (Executive)

9. Whereas; on January 1, 1951, only 100 teachers in Alberta were being paid at a rate of salary less than \$1500 per year,

BE IT RESOLVED, that the Alberta Teachers' Association ask the Department of Education and the Executive Council of the Government to amend Section 172 of *The School Act* by raising the Statutory Minimum to \$1500 per year and by the deletion of the proviso to Sub-section (2), "Provided that upon the request of a board the Minister may authorize the payment at a lower rate of salary for a specified time." (Annual General Meeting)

10. Whereas; the present system of collective bargaining between local groups of teachers and their employing boards has, in the main, proved satisfactory, but Whereas; there is merit in the principle of one salary schedule for all teachers in the province, **BE IT RESOLVED**, that this Annual General Meeting endorse participation by our Executive in further conferences with the Department of Education and the Alberta School Trustees' Association with a view to arriving at a definite provincial salary schedule

proposal for submission to councillors in General Meeting. (**Annual General Meeting**)

11. Whereas; according to the terms of *The School Act*, a teacher may be docked 1/200 of his annual salary for every day he does not present himself at school, including days that the weather was too severe, the roads impassable, transportation facilities suspended, and for other reasons beyond the teacher's control,

BE IT RESOLVED, that the Executive Council of the Alberta Teachers' Association ask the Department of Education to propose an amendment to *The School Act* providing for absence of the teacher from the school for any of the above reasons, without loss of pay. (**Annual General Meeting**)

12. **BE IT RESOLVED**, that in cases where noon-hour supervision is absolutely necessary, school boards make adequate provision for such supervision. (**Annual General Meeting**)

13. Whereas; towns coming into divisions or counties may find that salaries of present teachers are above the divisional schedule, and Whereas; when schedules are changed from positional to single form, some salaries are higher than they would be under the single schedule,

BE IT RESOLVED, that we recommend that all collective agreements contain a clause stating "that no teacher shall suffer a reduction in salary, in whole or in part, by the coming into force of this schedule." (**Annual General Meeting**)

14. **BE IT RESOLVED**, that the Executive Council of the Alberta Teachers' Association ask the executive of the Alberta School Trustees' Association to agree to the drawing up of a roster of names of persons approved by

both bodies who would be available as chairmen of boards of arbitration, any one of whom may be selected by the Department of Industries and Labour to act in that capacity in the matter of a salary dispute between any board of trustees and its teacher employees.

15. **BE IT RESOLVED**, that the Alberta Teachers' Association ask the Department of Education to propose an amendment to *The School Act* providing for accumulative sick pay for teachers up to a maximum of 200 days. (**Annual General Meeting**)

16. **BE IT RESOLVED**, that the Alberta Teachers' Association Central Office can greatly assist negotiating committees by keeping them better informed of the results of conciliation and arbitration cases in various divisions or districts in the province. (**Local**)

17. **BE IT RESOLVED**, that the Provincial Executive approach the Executive Council of the Province of Alberta with a view to having the Government pay into the Teachers' Retirement Fund sufficient money to take up the accrued liability of the Fund. (**Local**)

18. Whereas; the inadequate grants for elementary and secondary schools have resulted in inadequate salaries for teachers, which is the primary cause of the continuing shortage of teachers in Alberta,

BE IT RESOLVED, that the Alberta Teachers' Association continue the campaign to obtain provincial grants of at least 50 percent of the total cost of elementary and secondary education. (**Annual General Meeting**)

19. **BE IT RESOLVED**, that the Alberta Teachers' Association, and the local associations of the Alberta Teachers' Association, ask all members of the House of Com-

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1951

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- Additional registrations in Ed. 242F (Automotives), Ed. 341B (Woodwork), and Ed. 342D (Metal Work) can be accommodated.
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- The course in Ed. 341B will be devoted almost entirely to "building construction".

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mons and the Senate from Alberta to support legislation for federal aid to schools. (**Annual General Meeting**)

20. **BE IT RESOLVED**, that the Executive Council of the Alberta Teachers' Association be asked to write to the Minister of Education expressing appreciation and approval of *The School Borrowing Assistance Act*, which is an initial step in aid of building. (**Executive**)

21. **BE IT RESOLVED**, that the Executive Council of the Alberta Teachers' Association request the Government to increase capital grants for schools and teacherages. (**Executive**)

22. Whereas; education costs borne by the municipalities continue to rise, and

Whereas; the burden on local taxation is becoming too heavy, **BE IT RESOLVED**, that the Provincial Government increase grants-in-aid of education substantially. (**Local**)

23. **BE IT RESOLVED**, that we believe that a larger proportion of capital costs should be paid from provincial funds, and urge that this proportion be increased to at least 50 percent. (**Executive**)

24. Whereas; the present emergency in educational finance poses problems that appear impossible of solution on the present basis of financing, and

Whereas; the financial position of municipalities, especially rural municipalities, seems likely to deteriorate, and

Whereas; the provincial financial position is better than at any previous time in Alberta's history, **BE IT RESOLVED**, that the Provincial Government be urgently requested to review the whole problem of educational finance in the light of the above conditions, and to revise the present basis of educational finance so that a much

smaller share of the cost of supporting education be borne by direct property taxes, and further **BE IT RESOLVED**, that this Association reiterates its belief that not less than 50 percent of the costs of elementary and secondary education should be paid from provincial funds. (Executive)

25. **BE IT RESOLVED**, that the Alberta Teachers' Association recommends to the Department of Education and the Executive Council of the Government that *The School Act* be amended by providing that all proposed termination of designations of principals, vice-principals, assistant principals, and other administrative officers be subject to appeal to the Board of Reference, and that all proposed transfers of teachers be subject to appeal to a committee of the school boards and the teachers' associations. (Annual General Meeting)
26. **BE IT RESOLVED**, that the Alberta Teachers' Association petition the Government to amend the present legislation giving school boards the right to transfer teachers at the end of the school year, or during a school year, only when mutually agreed upon by all teachers concerned, such amendments to make provision for appeal of any notices of transfers of teachers. (Annual General Meeting)
27. Whereas; *The School Act*, as amended in 1949, makes provisions for scholarships by districts for teacher-training, and Whereas; the Department of Education has circularized school boards, asking them to share in the cost of these bursaries, **BE IT RESOLVED**, that we ask the Department of Education to take the steps necessary to insure that teachers who have accepted bursaries from school boards are



not bound to a contract with that board, nor obligated to accept employment with the board at that board's convenience but that they should be permitted to accept employment with other school boards if they have not been placed by the board in a specific school on or before July 15. (**Annual General Meeting**)

28. **BE IT RESOLVED**, that the Alberta Teachers' Association, as part of its publicity campaign with the Alberta Educational Council, continue to stress that the teachers cannot do proper work in a modern school system with more than 30 students per class and that the ideal more nearly approaches 25. (**Local**)

29. **BE IT RESOLVED**, that the Alberta Teachers' Association ask the Department of Education that, in all schools, provision be made for adequate staff rooms, including principal's office and a general staff room. (**Annual General Meeting**)

30. **BE IT RESOLVED**, that the Alberta Teachers' Association ask provincial and local school authorities to give consideration to finding a solution to the problem of living accommodation for teachers, including the feasibility of building houses and apartments centrally located in villages or towns, such buildings to have modern facilities. (**Annual General Meeting**)

31. **BE IT RESOLVED**, that the Alberta Teachers' Association recommend to all locals that in their collective agreements provision be made for the school boards to supply stenographic and clerical assistance to principals, vice-principals, and teachers. (**Annual General Meeting**)

32. **BE IT RESOLVED**, that the Executive Council of the Alberta Teachers' Association ask the Alberta School Trustees' Association

and the Department of Education to provide time off for principals, vice-principals, and teachers in order to look after details of administration and/or preparation of material for classroom instruction. (**Annual General Meeting**)

33. **BE IT RESOLVED**, that the Department of Education be asked to cooperate with the Alberta School Trustees' Association and the Alberta Teachers' Association in the preparation of regulations with regard to the renting of teacherages. (**Executive**)

34. Whereas; many Alberta teachers have been required by their school boards to supervise their schools during the noon hour, and Whereas; *The Alberta School Act* does not include noontime supervision among the specific duties of a teacher in his school,

BE IT RESOLVED, that the matter of noontime supervision be reviewed by a committee including members of the Alberta Teachers' Association, the Alberta School Trustees' Association, and the Department of Education with a view to finding a satisfactory settlement of the problem. (**Local**)

35. Whereas; salary agreements are now negotiated by the board of trustees and representatives of the teacher employees,

BE IT RESOLVED, that the Alberta Teachers' Association ask the Department of Education and the Executive Council of the Government to amend Section 171, Sub-section (6) of *The School Act* by deleting "or by reason of the financial necessities or circumstances of the district." (**Annual General Meeting**)

36. **BE IT RESOLVED**, that the Alberta Teachers' Association urge the Provincial Government to amend *The County Act* so as to make provisions for an elected

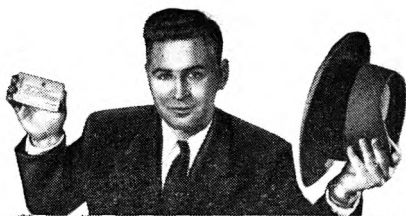
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school board that shall have as one of its responsibilities the requisitioning and the control of funds for educational purposes. (Annual General Meeting)

37. **BE IT RESOLVED**, that the Alberta Teachers' Association seek the cooperation of the Alberta School Trustees' Association and other organizations in bringing to the people of Alberta detailed information about the needs of education in this province, and further

BE IT RESOLVED, that this Annual General Meeting ask the Executive Council of the Government to make a thorough survey of the Alberta schools. (Annual General Meeting)

38. **BE IT RESOLVED**, that the Alberta Teachers' Association ask the Department of Education and the Executive Council of the Government to amend Section 178, Sub-section (1) of *The School Act* by providing that a vice-principal be appointed in every school where six or more teachers are employed. (Annual General Meeting)

39. **BE IT RESOLVED**, that the Alberta Teachers' Association ask the Department of Education to propose an amendment to *The School Act* giving local associations of teachers the right to negotiate with the school boards with respect to holiday periods, having regard to transportation facilities and to the minimum holidays provided in *The School Act*. (Annual General Meeting)

40. **BE IT RESOLVED**, that the Alberta Teachers' Association ask the Department of Education and the Executive Council of the Government to propose an amendment to *The School Act* by providing for payment of a teacher's salary in full for a period of not more than five days in any one year in cases where a teacher is

absent from school to attend meetings of educational nature. (Annual General Meeting)

41. Whereas; money to be spent on education should be administered by a school board elected specifically for that purpose, and Whereas; coopting additional members for the school committee is contrary to democratic principles, **BE IT RESOLVED**, that the Alberta Teachers' Association urge the Provincial Government to amend *The County Act*, eliminating the aforementioned undemocratic principles in it, and further **BE IT RESOLVED**, that *The County Act* in no case be introduced without a favorable plebiscite vote of the taxpayers concerned. (Local)

42. Whereas; good public relations and an organized plan of publicity are needed to keep the people of Alberta informed with respect to the good and bad features of our educational system, and

Whereas; a lack of interest on the part of our citizens in our schools may be due to ignorance of the state of our schools and of the objectives of education in Alberta, and not to public indifference to education,

BE IT RESOLVED, that every local be urged to set up a public relations committee, and a publicity committee, which committees shall be directly responsible for public relations activities in

- (1) sending news of local interest to the local press,
- (2) sending news of provincial interest to the Alberta Teachers' Association Head Office,
- (3) assisting the Alberta Educational Council publicity campaign and all other campaigns interested in the welfare of our schools,
- (4) cooperating with the press through advising them of

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Applications, giving age, nationality, marital status and other relevant details, particulars of academic and other qualifications and experience should reach the Dean, Faculty of Education, University of Alberta, not later than May 30, 1951.

The Edmonton Separate School Board will make, during the next few months, several appointments to its teaching staff, duties to begin September 4, 1951.

Interested teachers are invited to write to the undersigned for blank Application Forms and Salary Schedules.

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Superintendent,
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educational events of interest and news value, and further **BE IT RESOLVED**, that each local provide the necessary funds in order that this committee may not be handicapped in carrying out its duties. (**Annual General Meeting**)

43. **BE IT RESOLVED**, that the Provincial Government be requested to give much greater publicity to law prohibiting motorists to pass school buses that are stopped on the highway. (**Local**)

44. Whereas; under the present practices it is difficult for graduates of the Faculty of Education to have any definite information with respect to the Alberta Teachers' Association and its professional responsibilities,

BE IT RESOLVED, that the Alberta Teachers' Association be asked to obtain the following as minimum essentials in the Faculty of Education: (1) adequate instruction in ethics and professionalism such as is given in other faculties, (2) a requirement that all members of the Faculty of Education be members of their professional organization, the Alberta Teachers' Association. (**Annual General Meeting**)

45. Whereas; it is not possible, in a one-year teacher-training program, to make adequate provision for academic courses, professional courses, and practice teaching, **BE IT RESOLVED**, that the Alberta Teachers' Association recommend to the Department of Education, the Executive Council of the Government, and the Board of Teacher Education and Certification that the one-year program of teacher training be eliminated and that a minimum of two years in the Faculty of Education of the University be required for certification. (**Annual General Meeting**)

46. **BE IT RESOLVED**, that the Department of Education and the Faculty of Education of the University of Alberta be asked to organize workshops for groups of teachers as a form of inservice training and that school boards be encouraged to send teachers to attend these workshops, and that teachers who attend shall receive their salaries in full and have all expenses paid. (Annual General Meeting)

47. **BE IT RESOLVED**, that the control of standards and conditions of entrance to the teaching profession be determined in consultation with the Alberta Teachers' Association. (Annual General Meeting and Executive)

48. Whereas; in the past no selection of applicants to the Faculty of Education has been in effect, and Whereas; the policy of admitting any person with the required academic qualifications has resulted in loss of prestige and professional status to the teaching profession,

BE IT RESOLVED, that the Alberta Teachers' Association ask the Board of Teacher Education and Certification to make provision for the adoption of some system of teacher selection, which should include a recommendation from the principal of the school from which the applicant has obtained his grade XII training, personal interviews, and any other techniques that would assist in selecting as candidates for teacher training only those who are fitted for the profession of teaching. (Annual General Meeting)

49. **BE IT RESOLVED**, that the Board of Teacher Education and Certification be asked to make available in the master of education program specialized areas of study, such as administration, supervision, and guidance. (Annual General Meeting)

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50. Whereas; in the interests of education it is desirable that all teachers be fully qualified, and Whereas; regular classroom teachers must meet the requirements as set forth by the Department of Education and the Board of Teacher Education and Certification,

BE IT RESOLVED, that the policy of the granting of Letters of Authority be restricted immediately and that this policy be discontinued permanently at the earliest possible moment. **(Local)**

51. Whereas; the general secretary of the Alberta Teachers' Association has been unfairly attacked by the Calgary School Board and by members of the Calgary School Board in respect to the recent dispute over the appointment of a music supervisor in Calgary, and Whereas; the general secretary was acting under instruction from the Executive and in accordance with Alberta Teachers' Association policy,

BE IT RESOLVED, that this Annual General Meeting go on record as supporting the actions of the general secretary and Executive of the Alberta Teachers' Association in this matter, and further

BE IT RESOLVED, that this Annual General Meeting go on record as censuring the Calgary School Board and members of the Board for public statements made by them and the actions of the Board in the procedure followed in making this appointment.

52. Whereas; the policy of the provincial government in granting scholarships and bursaries to teacher candidates taking the one-year course for the temporary license was originally intended to meet a temporary emergency arising as an aftermath of the war, and

Whereas; such a temporary emergency

can no longer be deemed to exist, and

Whereas; the shortage of teachers is now approximately 100 and is expected to be less than 100 by September, 1951,

BE IT RESOLVED, that the practice of granting bursaries to teacher candidates in the one-year program be discontinued, and that the money available be used for bursaries for teacher candidates in the two-year course of the B.Ed. program.

53. **BE IT RESOLVED**, that we move a vote of thanks to the Department of Education and the University of Alberta for their recent move in raising the standards of the teaching profession in Alberta.

54. **BE IT RESOLVED**, that the Department of Education be asked to place the superintendents of schools, inspectors, and directors on a schedule, the equivalent of the schedule for the principalships of the largest schools in the province. **(Executive)**

55. **BE IT RESOLVED**, that the Executive Council of the Alberta Teachers' Association, in cooperation with the Canadian Teachers' Federation, continue their efforts to have allowed as deductible from taxable income

- (1) expenses in attending summer school,
- (2) Association fees, including the supplementary pension fee,
- (3) professional books and magazines,
- (4) expenses of attendance at conventions.
- (5) living expenses while absent from home marking examination papers.

(Annual General Meeting, Local, and Executive)

56. Whereas; the University of Alberta is the property of the whole province and should therefore

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make its facilities available to all Alberta students at costs approximating the costs to students residing in the university cities,

BE IT RESOLVED, that the matter of equalization of these costs to all Alberta students be given further consideration by the Board of Governors of the University of Alberta. **(Local)**

57. Whereas; class excursions, field trips, industrial visits and other extra curricular activities are a recognized part of modern educational procedure, and

Whereas; in the course of such accidents to pupils may occur in spite of careful supervision by the teacher in charge,

BE IT RESOLVED, that the Minister of Education be requested to introduce for the consideration of the Legislature an appropriate amendment to *The School Act* to provide that every teacher supervising a class or group of pupils of any school who are engaged upon any extra-curricular activity shall be deemed to be acting in the course of

his employment by the board of trustees of the division or district by which such teacher is employed and shall be deemed to be acting within the scope of his authority.

58. **BE IT RESOLVED**, that the Provincial Executive be requested by this Annual General Meeting to investigate thoroughly the feasibility and costs of liability insurance covering teachers as individuals during such times that they are not assumed to be acting as servants of their employing boards.

59. Whereas; the Department of Education has not increased the basic pay for sub-examiners, yet the cost of living has increased beyond 170, nor given adequate living allowance credits for the same,

BE IT RESOLVED, that the Department be requested to raise the basic sub-examiner rate to \$17.50 per day, and the living allowance to \$7.50, the same to come into effect July 2, 1951. **(Local)**



Reprinted from *Better Homes & Gardens*.

Resolutions Referred to the Executive Council by Annual Meeting, 1950

1. Whereas; the Alberta Teachers' Association is requesting additional responsibilities in the field of curriculum, and

Whereas; it is felt that, if the Alberta Teachers' Association embarks upon a program of curriculum study and evaluation, these requests will be favorably received,

BE IT RESOLVED, that this Annual General Meeting instruct the Executive Council of the Alberta Teachers' Association to implement a thorough program of curriculum study throughout its membership.

2. **BE IT RESOLVED**, that in the event that the agreement between the divisional board and the salary negotiating committee has not been agreed upon before the deadline that each teacher be given two weeks to consider the new salary schedule before it becomes binding upon him. (Local)

3. **BE IT RESOLVED**, that school boards be empowered to negotiate collective agreements respecting all living and working conditions of their employees, and that all sections of *The School Act* which presently conflict with the power of school boards in this respect be amended. (Local)

4. Whereas; the present pension rate is lower than the pension awarded to civil servants,

BE IT RESOLVED, that the pension rate be raised to two percentum on a par with that of the civil service. (Local)

5. **BE IT RESOLVED**, that the Executive Council of the Alberta Teachers' Association seek changes in *The Teachers' Retirement Fund Act*, or in the By-laws,

to provide that where a teacher has ceased to be employed because of ill health and subsequently resumes employment, and where no payment has been made by a school board to the Fund on his behalf, he may make contributions to the Teachers' Retirement Fund for a period, or periods, for which he was unpaid not exceeding a total of ten teaching months within any period of three years in an amount calculated on the rate of salary he would have received under the salary applicable to him at the time he ceased to be employed. ((Local)

6. **BE IT RESOLVED**, that this Annual General Meeting urge the Provincial Executive to strive to secure equal monthly pension payments for male and female teachers retiring at the same age and with the same pensionable service and salary.

7. Whereas; termination of pensionable service takes place at age 65, and

Whereas; termination of permanent contract takes place at a later date,

BE IT RESOLVED, that the date of termination of pensionable service be made to coincide with the date of termination of contract. (Local)

8. Whereas; the Alberta civil servants may count a year's leave of absence as pensionable service,

BE IT RESOLVED, that teachers in Alberta be given the same privilege, provided that the teachers concerned pay the required contribution. (Local)

9. Whereas; teachers are permitted absences from teaching by their employing school boards either for

study purposes to improve their teaching qualifications, or upon sabbatical leave; and

Whereas; it is in the best interests of education generally that such leaves be granted; and

Whereas; such teachers remain in the employ of their respective school boards, either with or without salary; and

Whereas; it places an undue burden upon the teacher enjoying such leave to have the period of leave denied as pensionable service under the By-laws of *The Teachers' Retirement Fund Act*;

BE IT RESOLVED, that the Alberta Teachers' Association duly request the Board of Administrators of *The Teachers' Retirement Fund Act* to pass a By-law pursuant to Section (5), Subsection (2) of the said Act, making it permissible for teachers who are on leave of absence while studying to improve their teaching qualifications, or while on sabbatical leave, to contribute to the pension fund four percent of their annual salary earned in the year immediately prior to leaving their employ, for each year they are on such leave, so as to make such period of leave acceptable as pensionable service. (Local)

10. Whereas; educational publicity and public relations is an important part of the Alberta Teachers' Association program, and

Whereas; many locals of the Alberta Teachers' Association have public relations officials,

BE IT RESOLVED, that the Alberta Teachers' Association Central Executive give greater attention and assistance to the co-ordination of said relations throughout the province, such assistance to be more extensive than the mere use of the editorial columns of *The ATA Magazine*, and further

BE IT RESOLVED, that this material be made available to the sub-locals. (Local)

11. **BE IT RESOLVED**, that the Alberta Teachers' Association recommend to the Board of Teacher Education and Certification that any proposed revision of the teacher training programs in the Faculty of Education should include the following:

- (1) provision for more general courses,
- (2) the elimination of the repetition of methodology,
- (3) provision for more observation of good teaching practices and more practice teaching. (Annual General Meeting)

12. Whereas; considerable time and energy now used in teacher inspection might be used more profitably in helping the teacher in interpreting the course of study and in maintaining adequate standards in the skill subjects, and Whereas; routine administrative duties prevent the inspector from inspecting the classroom more than once a year,

BE IT RESOLVED, that the Alberta Teachers' Association ask the Department of Education to either

- (1) relieve the present superintendents of administrative duties in order that they may have time to act as full-time superintendents of instruction, or
- (2) appoint assistants to the superintendents as superintendents of instruction. (Local)

13. Whereas; at present there exists little definite evidence with relation to the fundamental skills of school children in this province, **BE IT RESOLVED**, that the Alberta Teachers' Association consider instituting a long-range research program in the province

so that future comparisons in fundamental school skills may be made fairly. (Local)

14. Whereas; there is some dissatisfaction with the contents of *The ATA Magazine*,

BE IT RESOLVED, that the contents be made more professional. (Local)

15. Whereas; the Department of Education secures various services from members of our organization, and

Whereas; the remuneration for such professional services is inadequate,

BE IT RESOLVED, that the Central Executive of the Alberta Teachers' Association make representation to the Department of Education to secure adequate rates of pay for professional services. (Local)

16. **BE IT RESOLVED**, that the Executive be asked to investigate the possibility of establishing a teachers' credit union in Alberta, and to present a report of its findings in *The ATA Magazine* in time for consideration before the Annual General Meeting of 1952. (Local)

Resolutions Referred to the ATA Coordinating Committee

Resolutions 77-79, and 81-90, which appeared in the March issue of *The ATA Magazine*, were referred to

The ATA Education Coordinating Committee by the 1950 Annual General Meeting.

Soil Conservation

We believe it to be the right and the privilege of the future generations of this nation to have at their disposal enough top soil, trees, minerals, etc., to make possible a decent standard of living. The only way this can be achieved is to place our resources in the hands of an enlightened people. Education furnishes the foundation for enlightenment. We believe, therefore, that the public schools of this country must lay the foundation of information and understanding on the part of all youth, whether they live on farms or in the cities, that will enable them to develop and support programs of conservation and restoration. We believe that the conservation of natural resources is one of the outstanding needs of our time. We believe it should be the business of public education to help meet the need.—Canadian Nature.

Teachers Work Together on the Curriculum

(Continued from Page 22)

be frustrating. Spans of attention and interest have certain limits in even the most zealous, and much time is wasted in getting up steam over again. To say the least, Miss Mullen's course did not seem calculated to facilitate curriculum change.

If a group undertakes an enterprise, the group, not one individual of power, should determine its working schedule. Miss Mullen said teachers would not give extra time to their curriculum project. As far as we know, they were not given the opportunity to indicate their choice. It is certain that there were individuals among them who would have volunteered for extra duty.

TEACHERS AND CONSULTANTS MEET AGAIN

Arrangements were made for the consultant early in March to have one hour of school time with each of four small groups of teachers. The teachers did their part to make the meeting possible by handling double groups of children during the last hour of the school day.

At last the second step in problem-solving could be taken. After three months' delay, step one—taking a problem census and organizing the results—could be followed by step two—selecting problems of high priority and planning how to begin work on them. The teachers proceeded to this task with surprising enthusiasm, considering how long it had been since they began their work on the project. Each small group agreed on a few key problems to be attacked first, and planned first steps in the attack.

Since Miss Mullen could find no time in the immediate future when the large group could discuss and plan on the basis of thinking in the small groups, the consultant prepared a report to principal and

teachers, summarizing agreements reached by each sub-group. The report was organized in parallel columns to give a detailed statement of each problem selected and to show the action contemplated in solving it. Teachers were asked to follow any of the requests of small groups with which they were willing to comply.

One suggestion was that each teacher keep a record of all interruptions for three different days in order to study how much of the pressure felt by teachers was avoidable. These records were to be anonymous and sent directly to the consultant for tabulating. The teachers responded with alacrity to this opportunity to get definite facts which might help in solving one of their problems.

Results proved to be quite interesting. A large percentage of the interruptions could be classified as administrative. A tactfully worded report was sent to the principal only. The report gave highlights of the data and raised certain questions. The suggestion was made that the whole matter be made the subject of discussion with teachers and that steps be planned for improving the situation. In this way, the teachers might feel some small measure of success and be encouraged to take further steps in improving the curriculum.

Although it was still early April, the principal informed the consultant that it was too late to do anything with the report before the close of the school year (late in June). When fall came, Miss Mullen "regretted to inform" the consultant that her teachers felt they would be too busy to do curriculum work that year. And so the story ends when the teachers had taken only the third step in problem-solving—gathering of data to be used in the solution of the selected problem.

We do not know whether the

teachers really were too busy or whether Miss Mullen wanted an excuse to stop something she did not like. *Perhaps she had the mistaken notion that curriculum improvement meant teachers must change but principals did not need to!* The study in her school was getting uncomfortably close to challenging some of her procedures. That was not what she had anticipated.

Even if the teachers said they were too busy, we do not know to what extent their answer was influenced by a feeling that they were not getting anywhere. *Delay is a great enemy of progress, a great dampener of spirits.*

Many steps taken in this project were promising, even though the decision that the teachers would undertake this study may have been the arbitrary decision of one person. In each of the two meetings held with the teachers *there was an attempt to make the study theirs, to show that the problems to be worked on were to be ones they felt were most pressing in terms of their everyday work with children.* As rapidly as possible, in the face of delays, *there was movement from large, more or less vaguely outlined problems to specific points where people could take hold and do something about a troubling situation.* The problem of interruptions, for example, was real to the teachers and should have been comparatively easy to solve.

Records were used and shared with each member of the group (except the last report on the study of interruptions). These records made problems and plans definite. Sub-groups and individual assignments were used for greater efficiency in getting certain kinds of work done for the larger group. From all the evidence available, none of the failure of the project could be laid to lack of cooperation on the part of the teachers.

It is barely possible that the teachers had to be coaxed or coerced

by the principal at every step and that Miss Mullen finally wearied of the task. We have no way of knowing either whether open teacher resistance might not have been met at some point along the way as the study drew closer to the operations of teachers themselves. *It is normal to resist change that involves building new skills and new sources of security.*

Mistakes were made also. If the consultant had been wiser and could have been more foreseeing, she might not have run the risk of encountering fatal resistance from Miss Mullen. *To lose the cooperation of the leader who has power, before the group has built up adequate power and strategy of its own, is to lose the whole battle.* On the other hand, the mistake might have been not making sure that the report on the study of interruptions and the proposal of a meeting to plan follow-up on the study was given to each group member. For all the consultant knows, the teachers may still be wondering why nothing was done with all those schedules they sent in. No group can protect itself from unfair use of power unless it can be kept fully informed.

Other hampering factors in this situation have been pointed out and need not be repeated here.

WE EARMARK SOME ESSENTIAL ELEMENTS

Another example of group work on the curriculum might have given a better opportunity to discuss such problems as individual and group follow-through after problems have been selected and initial work has begun, securing the participation of laymen, and evaluating efforts and results.¹ This detailed description and analysis of one rather negative illustration can be justified only if it has pointed up some essential elements in a satisfactory process of curriculum improvement. Through this device the writer has attempted

to show the importance of the following factors:

An honest beginning. People have a right to go into a venture voluntarily and with their eyes open.

Freedom. People must have assurance that they will be able to carry out plans that have been thoughtfully worked out and can be justified.

Time. People must have group work time in blocks of sufficient length, and of sufficient frequency. Meetings should be scheduled when people can work efficiently in order that encouraging progress may be made.

Organization. People must have organized opportunities for working together on their problems.

Leadership. Leadership must be of the kind that genuinely wants to and knows how to facilitate the work of the group. Leaders should expect to change and grow along with other group members.

Skill in Problem Attack. Someone in the group must be skilled in the steps of group problem solving and must give leadership in this area. All group members must improve their skill in this direction.

Records. Written communication is important for clinching ideas and plans and giving a basis for evaluation of efforts.

Group Morale. No one can work wholeheartedly on a project unless he is relatively secure in his job and in his relations with others around

him and unless he is receiving satisfaction from the group work. He must be able to trust leaders in particular and feel that the group process is open and above board.

THE PROCESS ISN'T SIMPLE

Improving the curriculum is a complicated process requiring thoughtful study by many persons. It is to be hoped that teachers and administrators will come to look upon group work on problems relating to better experiences for girls and boys as part of their regular function. It is to be hoped also that parents and pupils may play a useful part in what should be a cooperative process. If the cooperation of all these persons is as important as many judge it to be, then it would be well to ask, in connection with each group experience with curriculum improvement, some searching questions: *Are people having an experience they will care to repeat? Can they believe that everything possible is being done to facilitate the group's work? Can they feel that they are moving toward significant action for a better school program?*

(1) A number of examples of various kinds of programs for curriculum improvement will be described and analyzed in a forthcoming publication of the Horace Mann-Lincoln Institute of School Experimentation on ways of working in curriculum development. The story told in this article is taken from the files on that study.

Cream of the Crop

Our schools will never satisfy me until they have the cream of the crop doing the teaching. They should be the highest paid, most carefully chosen people working in every city or town, but now industry has the people who should be in schools. The school boards are afraid to spend the money it would take to give the people the kind of schools they want.

W. D. Archie

Code of Ethics

ALBERTA TEACHERS' ASSOCIATION

1. The teacher is courteous, just, and professional in all relationships.
2. The teacher regards as confidential, and does not divulge other than through official channels, any information of a personal or domestic nature, concerning either pupils or home, obtained in the course of his professional duties.
3. The teacher strives to improve his educational practice through inservice training and travel.
4. Unfavorable criticism of associates is avoided except when made to proper officials, and then only in confidence and after the associate in question has been informed of the nature of the criticism.
5. Testimonials regarding the teacher are truthful and confidential.
6. Each teacher is an active participant in the work of his professional organization.
7. The teacher who in his professional capacity is a member of a committee, board, or authority dealing with education matters or with teacher training or certification, must be elected or appointed by the professional organization or by a committee on which the teachers' association has representation.
8. The teacher avoids interfering between other teachers and pupils.
9. The teacher adheres to salary schedules negotiated by his professional organization.
10. The teacher refrains from knowingly underbidding fellow-applicants for teaching positions, and refuses to apply for or to accept, a teaching position before such position has become vacant.
11. No teacher accepts compensation for helping another teacher to get a position or a promotion..
12. Contracts are respected by both parties and dissolved only by mutual consent or according to the terms prescribed by the statute.
13. Official business is transacted only through properly designated officials.
14. The responsibility for reporting through proper channels all matters harmful to the welfare of the schools rests upon each teacher.
15. The teacher does not accept a contract with an employer whose relations with the professional organization are unsatisfactory.

WHAT DO YOU DO WITH YOUR SPARE TIME?

MON.



P.T.A

TUES.

FACULTY
MEETING

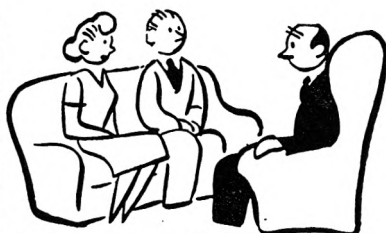


WED



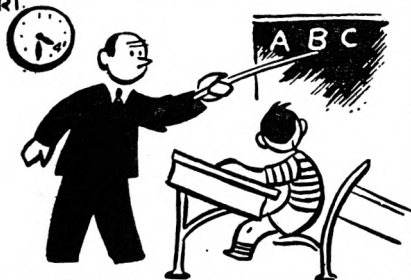
CORRECTING EXAMS

THUR



CONFERENCE WITH PARENTS

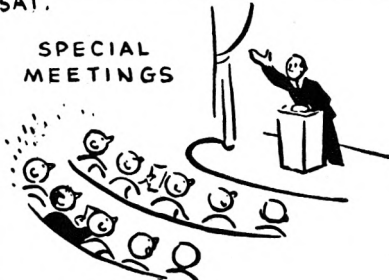
FRI.



HELPING STUDENTS AFTER SCHOOL

SAT.

SPECIAL
MEETINGS



Reprinted from the *Michigan Education Journal*.

(Continued from Page 7)

Of course, evidence of originality, imagination, and action was of prime importance and formed the significant basis upon which work was judged. I might suggest here that the above points be kept in mind in selecting work to be sent in. This may reduce the necessity for sending in all the work done by the whole class.

The work, however, on the whole, was most encouraging and I was particularly pleased to see the steady progress made by classes which listen-

ed to all the broadcasts, and sent in samples following each lesson. I enjoyed looking over the work and there was abundant evidence that those pupils who did it were enjoying it too. Our exhibit in the Edmonton Museum at the end of April, made up of drawings from all over the province, was colorful and varied, showing variety and imagination that was very refreshing. We are looking forward to even better results next year when the series begins again in October.

The Kind of Teachers We Need

(Continued from Page 19)

more than two years of college preparation), available figures show that this demand alone would exceed ninety thousand! A continuance of present practices will not only fail to improve the quality of educational service at the elementary school level but will lead actually to deterioration. Greatly expanded efforts must be made to select and prepare the kind of men and women who possess the innate qualities essential to good teaching at any level.

This means that "recruitment" is not the order of the day. Too long has it been assumed that just any person can be hurried into a brief program of pre-service preparation and, thus, made into an elementary school teacher. Certain qualities can and must be

identified. Surely this selective procedure can begin before high school graduation, and it must continue with increasing intensity through freshman and sophomore college years. Persons of superior intelligence with the social qualities bespeaking success in teaching must be encouraged in far greater numbers to pursue teacher-education curricula; persons lacking these qualities must, with courage and vigor, be led into other types of vocational occupations. The problem before the people today is to meet the demand for elementary school teachers with persons possessing qualities now known to be measurable who have completed specifically planned programs of pre-service preparation.

I consider the human soul without education like marble in the quarry, which shows none of its inherent beauties, till the skill of the polisher fetches out the colours, makes the surface shine, and discovers every ornamental cloud, spot, and vein that runs through the body of it.—Joseph Addison.

National and International Teachers' Organizations

(Continued from Page 17)

must help to keep it that way.

As I left Ottawa late Saturday night the flags were being lowered to mark the passing of a former prime minister. Our conference for 1950 was over and maybe I still haven't been able to put its purpose or results into words, but a beginning has been made. When a man plants an orchard he doesn't expect it to produce results the first year nor the second or third, but he watches it with care, he protects it and he spends money on it and he can only hope that the future will justify its labor. The World Organization of the Teaching Profession has already planted seeds of goodwill that will never die. They may suffer drought and storms and weeds but they will live. Our way of life has already inoculated some of the infected countries. Don't ask too soon for spectacular results and don't make the mistake of thinking that here in Canada we have nothing to fear and that the forces ranged against the ideals we believe in do not exist in our country. They do exist right here in Canada, right here in Alberta. The skeptics, the scoffers, the cynics, the disgruntled ne'er-dowells, the intellectual crackpots, the isolationists, these are the raw material from which subversive groups recruit their members and the great

Canadian public, supremely indifferent, supremely self-satisfied, neglects the best weapon it has, its educational system, the training of its teachers and the building of its schools to carry on and improve the Canadian way of life.

My work in the cause of education has taken me from coast to coast. I have watched the ships in Halifax harbor, I have watched the lobster fishermen in the Bay of Fundy, I have talked with factory workers of Montreal and the Eastern Townships, I have ridden with the miners of Sudbury, I have talked with Great Lakes boatmen at Sault Ste. Marie and Fort William, I think I know the viewpoint of the farmers from Winnipeg to the Rockies from 22 years on farms in Manitoba, Saskatchewan, and Alberta, I have ridden the logging trucks down mountain trails in British Columbia, and I have stood on the deck of a small fishing boat, one among scores of salmon fishermen at the mouth of the Fraser watching the nets, this year the empty nets, reel in over the stern drum and it isn't all sunshine and glory for the other fellow, but they are all a part of Canada and they all have this in common that they treasure freedom and liberty above life itself. Let us stand on guard for them, for all of us.

To Be Open-Minded Is . . .

To be alert, curious, interested, and even a little excited about the world in which one lives,

To be interested in the ways in which people make up their minds; to be willing to "look at the other side,"

To be willing to look at one's own interests, prejudices, and allegiances,

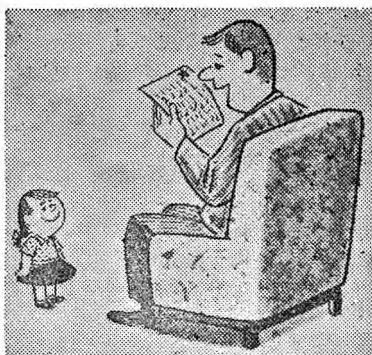
To be skilled in the processes of critical thinking,

To seek always for higher values; to seek that which is true, that which is beautiful.—The Pennsylvania School Journal.

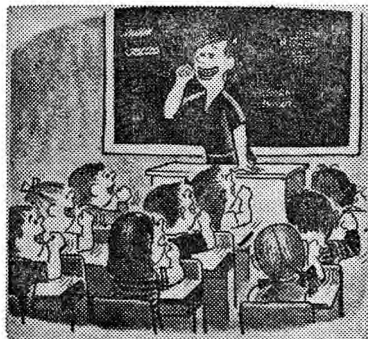
LOWER EDUCATION

by The Berenstains

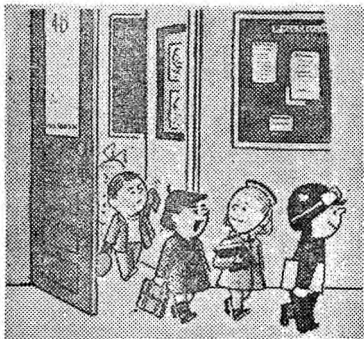
STAN and Janice Berenstain not only taught school until recently, but have a son, Leo, aged three, which qualifies them as experts on the mysteries of small fry.



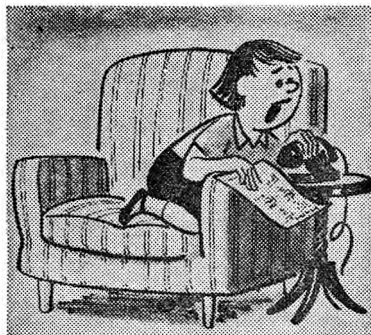
"Well, now I know who has the brains in this family!"



"Ish isha ray ree rush our teesh, rush our teesh . . ."



"How do you like how we have to call Miss Dawson Mrs. Nerdlinger now?"



"Joan got different answers in her homework. Can I stay home tomorrow?"



"At least you haven't got a high I.Q. for them to throw in your face"

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Toward a Philosophy of Education for Canada

(Continued from Page 11)

Crescam laude recens, dum Capitolium

Scandet cum tacita virgine pontifex.
The reputation of Horace has weathered storm and time, but the white-robed procession of vestal virgins has long since ceased to climb the steep ascent of the Capitoline Hill to worship in the temple of Jupiter. No social system can persist unchanged. And the most important condition of an enduring democracy is the universal recognition that social change is always and everywhere inevitable.

The present writer does not, of course, believe that a Heaven-on-earth will automatically appear if we reorientate our educational systems as suggested above. No one can foretell what social perspectives the vasty deeps of the future may have in store for mankind. But surely it is more reasonable to suppose that the enlightened social action which will flow from a widespread knowledge of social facts and social values will give us a greater chance of happiness than the contrary.

ALBERTA AND SOCIAL PHILOSOPHY

To emphasize the importance of the social sciences and social philosophy in Alberta is like "carrying coals to Newcastle." Since the days of Henry Wise Wood your farm leaders have been keenly engaged in discussing social, political, and economic problems. It is not accidental that such movements as the United Farmers of Alberta, the Progressive Party, the Wheat Pools, Social Credit, and

the Cooperative Commonwealth Federation have all had their inspiration in Alberta. Your province has been a leader in such great political experiments as the UFA and Social Credit governments; it has also been a leader in experiments in economic democracy through the development of great cooperative marketing organizations. Cooperatives have now become an essential part of the democratic process in western Canada. With such remarkable political and economic experiments taking place in their immediate environment, the teachers of Alberta can appreciate, more adequately perhaps than those of any other province in Canada, my emphasis on the need for the development of a philosophy of education in which the social sciences and social philosophy will be systematically integrated.

In conclusion, I wish to pay tribute to Canada's outstanding social philosopher and social psychologist, John Macdonald, dean of the Faculty of Arts and Science in the University of Alberta. Through his brilliant books and lectures Dean Macdonald has made a notable and enduring contribution to the development of the kind of education I have in mind. For such a distinguished lifework we are moved to profoundest gratitude. Without committing him to any of the views I have advocated, I should like the teachers of Alberta to think of the present article as an imperfect offering to Dean Macdonald's magnificent achievement.

As I would not be a slave, so I would not be a master. This expresses my idea of democracy. Whatever differs from this, to the extent of the difference, is not democracy.—Abraham Lincoln.



Official Bulletin, Department of Education

EMPIRE AND CITIZENSHIP DAY IN ALBERTA SCHOOLS

The Prime Minister of Canada has suggested that the last teaching day before May 24 be used as a day of observance of Canadian and Commonwealth Citizenship. Following this suggestion the directors of the Canadian Education Association at a meeting on October 4, 1950, passed a resolution which stated, in part, that the Canadian Education Association favored "the continuance of school exercises which emphasize Canadian loyalty and the Commonwealth point of view on the last teaching day before May 24." Citizenship Day will, therefore, be observed in conjunction with Empire Day in Alberta schools.

The following Empire Day message from the Rt. Hon. The Earl of Gowrie, V.C., P.C., G.C.M.G., C.B., D.S.O., President, Empire Day Movement, is

LAMENT FOR LOST METHODS

*When I was twenty-one or two,
I ruefully recall,
I read the methods textbooks through
And thought I knew it all.*

*But with the books back on the shelf
A low suspicion hovers:
My kind of students and myself
Were not between the covers.*

—Beth Blue.

addressed to the youth of the British Empire:

"It is true that the peace in which you had hoped to grow up has not yet come about nor can we be sure when this will be. But it is also true that many of you, the young people of the British Commonwealth and Empire, are, through your friendships, learning the great truth that distance and a different way of life need not divide you.

"Take courage, be brave and remember that you are met together this day with the children of many races, to celebrate Empire Day and our common brotherhood."

SCHOOL FILMSTRIP LIBRARIES

A supply of the filmstrip *The Bank In Your Community* has been placed at the Audio-Visual Aids Branch for free distribution to any schools which have a filmstrip projector and have begun collecting a filmstrip library. This filmstrip has undertaken the difficult task of showing bank and business forms and has done it outstandingly well. The filmstrip as a whole is on a high school level, although some parts may be of value in junior high school grades. Prints may be obtained from the Audio-Visual Aids Branch as long as the supply lasts.

Principals who receive the filmstrip are requested to write a short letter of thanks to Mr. J. F. Sanderson, Canadian Bankers' Association, 901 Bleury Street, Montreal, Canada.

ANNE YUILL OF COLEMAN RETIRES FROM PROFESSION

Principal of the Cameron School in Coleman from 1923 to 1950, Anne Yuill has retired to make her home in Calgary.

Miss Yuill was always enthusiastic about her work. Her aim was to promote the development of fine citizens; and the boys and girls who left Cameron School carried with them the beginning of knowledge of great books and music, of the work of men and women who have served their country and mankind, and the feeling that they, too, had begun to do their part

in serving, by participation in community projects such as the Junior Red Cross. Miss Yuill's group, The Cameronians, is one of the oldest, if not the oldest, surviving Junior Red Cross Branch in Alberta. Their charter has borne the Twenty-Five Year seal for some time. A short time ago Miss Yuill was awarded the Red Cross Medal for her long years of service. In 1939, she was awarded the King's Medal. She was an active leader and member of the Alpine Club at Coleman.

(Continued from Page 31)

regarding the agreement of pronouns with their antecedents.

3. Pronunciation

Errors here were caused by:

- (a) Apparent ignorance of the difference between vowel and consonant.
- (b) The groupings in the "rhyming" sections were very poorly done.

4. Spelling

In general the spelling both in French and English was careless. Examples are

- (i) "toute de suite" for "tout de suite."

- (ii) ignorance of the fact that the mute "e" of certain verbs becomes grave "e" in the present; e.g., amène.

5. The partitive article was badly dealt with:

- (a) The gender of the following noun often had little or no effect in determining which form of the partitive was to be used.
- (b) The effect of the negative upon a following partitive is not generally understood.

It was agreed among the examiners that many errors in French were directly related to lack of knowledge of English grammar.

At a recent conference, reports The Manitoba Teacher, a reporter asked a hurrying district president what he thought about a certain international problem.

"Don't bother me now," snapped the president. "I must make a speech. This is no time for thinking."

News from Our Locals

TRACK MEET TOPIC ATHABASCA MEETING

Plans for the track meet formed one of the main topics at the sub-local meeting. A committee was appointed to look into the possibility of having Athabasca as a centre for the provincial track meet.

A. K. Brimacombe, delegate to the recent AGM, gave an interesting report on the highlights of the convention.

KRUGER BARRHEAD REPRESENTATIVE TO DISTRICT COUNCIL MEETING

At the March 10 meeting, members discussed AGM resolutions with Councillors L. Jenken and W. Winter. Interest was shown in resolutions asking for more teacher participation in curriculum making, and for more specific instruction in fundamental courses, such as English and mathematics, with a view to increasing the scholastic standing of Grade XII students.

Teachers at the April 14 meeting appointed President W. Kruger as their representative to the organization meeting of the Edmonton District Council on May 12.

L. McKinley, chairman of the salary negotiating committee, gave a brief summary of the progress of the 1950-51 schedule. He also outlined the committee's work on this year's salary negotiations with the board.

BUCK LAKE SUBLOCAL

A. Williams gave a salary negotiating committee report to the members present at the April meeting of the sublocal. The secretary was asked to send flowers to R. B. Jackson, a member who is a patient in the hospital.

Cyril Pyrch, superintendent of the

Strawberry School Division, spoke informally on spelling and enterprise records.

CLOVER BAR LOCAL EXECUTIVE MEET

Val Roos gave a report on last year's Banff Workshop to members of the local executive at the meeting on April 7. Councillors Nyberg and Roos also reported on the recent AGM. Another topic was a discussion of and a formulation of a platform for salary negotiations..

JONASON SPEAKER AT CLOVER BAR SUBLOCAL MEETING

Liaison Superintendent J. C. Jonason spoke on "Democratic School Administration" at the sublocal monthly meeting.

Final arrangements were made for the school festival and arrangements for the track meet will be completed at the next meeting.

"EDUCATION WRITING" AT COALDALE SUBLOCAL

Doyle Nelson, speaking on Education Writing at the March meeting of the sublocal, informed members that the ability to write may be acquired. He listed several qualities which may be developed by the prospective writer. One of these, confidence in one's own ability to interest a reader, was discussed by the meeting in an effort to discover when and why this confidence is lost. The formula by which articles are written was also outlined by the speaker. Mr. Nelson studied at the Banff Workshop last summer under Howard M. Brier.

In the business meeting that followed Mina Jackson reported on the local executive meeting. Further

plans were made for the sublocal festival, and the proposed standardized tests for Grade VIII were discussed.

TEACHERS PLAN FERINTOSH TRACK MEET

On Monday, April 16, teachers from two sublocals met at Ferintosh to plan the biggest track meet ever to be held in their area. Over one thousand students will gather at Ferintosh on May 25 for the annual event. Five main centres, Bashaw, Ferintosh, New Norway, Edberg, and Meeting Creek with surrounding rural areas will be represented.

Children will participate in the usual track and field events—running, jumping, ball throw, softball and hardball. Refreshments will be provided by the home and school association.

No organization sponsoring the meet will accept responsibility for any injuries received while in transit or at the track meet.

HARDISTY-CZAR SUBLOCAL

Plans for the track meet to be held at Czar on May 23 was the main item of business at the meeting on April 19. Necessary field preparation will be made by the Czar staff and other arrangements, by the Central High School Staff.

A discussion of *The County Act* was led by Harvey Whitney. Bernice McFarlane of the Department of Education was a guest at the meeting.

JASPER SUBLOCAL

Topic of discussion at the sublocal monthly meeting was the track meet which is to be held on May 28.

Emily Mazurek gave an interesting report on the AGM.

REDWATER-OPAL SUBLOCAL

A. Styra, AGM representative, presented a report to the teachers of the

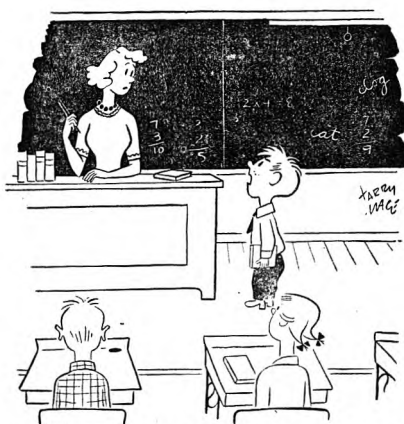
Redwater-Opal Sublocal on April 11. William Tanasiuk, principal of the Radway School, was a visitor at the meeting. Salary negotiations came up for discussion.

TABER SUBLOCAL

Harry Dewar reported on the progress of the salary negotiating committee to the 43 teachers present at the April 9 meeting. A plan for group insurance was outlined by F. Dowd and Price Gibb reviewed *The Teachers' Retirement Fund Act*.

VULCAN SUBLOCAL

Teachers from Vulcan, Champion, and Kirkcaldy were present at the meeting of the Vulcan Sublocal on April 9. H. Kumlin gave a report on the AGM and arrangements for the annual track meet were discussed.



"I've been assigned to your room, my name is Harvey Rucker and my father's on the school board!"

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Our Library

Better Reading—

Gainsburg and Spector (*Globe Book Company, New York*), in Canada from *The Book Society of Canada*.

Reading is motivated by many types of purposes, each providing a different experience which requires its own method of reading.

There are many kinds of reading purposes. In order to teach how to read well, teachers should provide for their pupils a considerable variety of experiences to meet those purposes and they should guide students in their use.

This book makes ample provision for such reading experiences. First, it presents them, for better learning, in organized groups, so that each type can be mastered without being confused with other types. Second, it presents each of these experiences in carefully graded form. In this way, pupils can be prepared gradually for the complicated processes of reading demanded of living in modern times.

Teacher Education in Canada—

M. E. LaZerte, *W. G. Gage and Company Limited*.

Upon retiring from the University of Saskatchewan, where for some years he had been dean of the College of Education, Dr. Frank Quance offered sufficient funds to establish an annual lectureship in education, the first in the history of the university. This generous offer was accepted and "The Quance Lectures in Canadian Education" were established.

The first series of lectures was delivered in April, 1949, by Dr. J. G. Alt-

house, chief director of education for Ontario, and published under the title *Structure and Aims of Canadian Education*. The second series was delivered in April, 1950, by Dr. M. E. LaZerte, then dean of the Faculty of Education, University of Alberta, and is published in the present volume.

In the current lectures, Dr. LaZerte brings his thought and experience to bear upon his research to provide Canadian educationists with a considered summary of the status of teacher training in Canada and related problems.

Readings for the Atomic Age—

Edited by M. David Hoffman, *The Book Society of Canada*.

This book is designed to help teachers and students look objectively at the great discovery of atomic energy, to assess its significance for themselves and for future generations, to follow its development step by step, to understand its basic principles, and to face the immediate future realistically and constructively.

This book provides the most outstanding authorities in the world in the field of nuclear science—authorities such as Einstein, Compton, Oppenheimer, Bush, and others. It contains contributions from Lilienthal and Baruch, representing the United States Government, and from the press and radio the outstanding contribution of which was the popularization of science.

The reading matter of the book is within the range of interest and comprehension of high school students.

Letters

MATRICULATION REQUIREMENTS

Edmonton, Alberta,
April 23, 1951.

To the Editor:

Your magazine for April carries information relative to the new matriculation requirements which are being established by the University of Alberta. The last paragraph, immediately preceding the Editor's Note, indicates that the new requirements represent what the University is prepared to accept as soon as the necessary new or revised courses are prepared and effected by the Department of Education. That is our understanding of the situation. Since it is not possible to complete the new courses for introduction into the high schools for September, 1951, and since the new courses are sequential, it appears impossible that the new Grade XII courses will be offered in time to be available for 1952 admissions.

With respect to B.Ed. matriculation we have been in consultation with the University and it is agreed that in fairness to students and schools more than one year should be provided by way of notice, and that hence the new requirements should not be effective before the fall of 1953. The material supplied to you had a reference to 1952-53. This unfortunately was carried forward from an earlier draft, although it had been recognized subsequently that this date could not be met with respect to new courses.

While this information is supplied by us we should make it clear that matriculation requirements are, by law, under the jurisdiction of the University.

Yours very truly,
W. H. SWIFT,
Deputy Minister,
Department of Education.

THE COUNTY ACT

To the Editor: April 24, 1951

Pursuant to our letter in *The Lethbridge Herald* which you reproduced in your recent issue, we are informed by Mr. Gerhart that our facts are incorrect, and that electors will vote in county elections.

Coalhurst-Nobleford
Sublocal ATA,
Per Gerald L. Berry.

MATERIAL FOR HOME EC TEACHERS

Commercial State Bank Bldg.,
Madison 3, Wisconsin,
April 25, 1951.

To the Editor:

I am enclosing copies of our material on Honey, which we will be pleased to furnish your teachers, one copy free, if they write to us for it.

Sincerely yours,
HARRIET M. GRACE,
Director,
American Honey Institute.

AEC CONFERENCE

To the Editor: April 25, 1951.

The Alberta Educational Council plans to hold its Annual Conference in the latter part of October, a month earlier than in past years.

The Executive has been considering the advisability of setting up local groups to function with approval of the Council. Such local groups could serve as a source of ideas for the Council, and also of Executive personnel, and would provide the framework for special activities such as Education Week.

The Council would be glad to have your organization consider this suggestion and send your delegates to the October Conference prepared to discuss it.

M. BUTTERWORTH,
Secretary,
Alberta Educational
Council.